

Peakirk-Cum-Glinton CofE Primary School

Inspection report

Unique reference number	110851
Local authority	Peterborough
Inspection number	378190
Inspection dates	14–15 June 2012
Lead inspector	Joseph Peacock

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	David Simson
Headteacher	Craig Kendall
Date of previous school inspection	21 January 2009
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Age group	4–11
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Introduction

Inspection team

Joseph Peacock

Additional Inspector

Matthew Klimcke

Additional Inspector

This inspection was carried out with two days' notice. The inspectors spent just over seven hours visiting 15 lessons and observing 10 of the 12 full-time and part-time teachers. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They held meetings with the headteacher, the Chair of the Governing Body plus another governor and staff, and talked with pupils, parents and carers. The inspectors observed the school's work and looked at assessment data and pupils' completed work. They read and evaluated documentation including improvement planning and policies relating to safeguarding and children's welfare. They inspected the breakfast club and after-school care, both of which are managed by the school. The inspectors scrutinised 92 questionnaires returned by parents and carers, and those returned by staff and pupils.

Information about the school

The school is smaller than the average-sized primary school. Most pupils are of White British heritage and some travel from a wide area to attend. All of the pupils from minority ethnic backgrounds are fluent in English. The proportion of disabled pupils and those who have special educational needs is average. The proportion supported by school action plus and those who have a statement of special educational needs is well below the national average. Pupils are from a wide range of social and economic backgrounds but few are known to be eligible for free school meals.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. It has National Healthy School Status. There are job-share arrangements in four of the seven single-age classes. A new headteacher started in January 2011. There has been significant movement of pupils into and out of Key Stage 2 classes during term time over the past two years.

A privately run pre-school, which operates from its own accommodation at the school, is inspected 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because some less-able pupils are not making rapid enough progress to achieve expected standards, and although pupils who have special educational needs make good progress overall, their skills in writing are weaker than in reading and mathematics.
- Achievement is good throughout the school. Children have a good start in Reception because of the well-managed provision and effective teaching. The school's effective action to address a dip in 2011 has ensured that the attainment of current Year 6 pupils is once again well above average in English and in mathematics.
- Teaching is good. Teachers work hard to make lessons interesting and fun. All make good use of modern technology to enhance pupils' learning. Planning for talented and more-able pupils is effective in ensuring that they do well. In some lessons, less-able pupils lose interest when tasks are not sufficiently challenging or interesting for them. The quality of support for these pupils varies. Pupils are sometimes helped too much and not encouraged to find out for themselves.
- The school has maintained high attendance levels since the previous inspection. This reflects how much pupils enjoy school. Pupils' positive attitudes and good behaviour in lessons ensure that there is invariably a calm, purposeful atmosphere for learning. Pupils are kept safe and all are well cared for by staff before, during and after school.
- The headteacher, staff and governors work as a cohesive team to bring about improvement. The management of performance is constantly under review with all leaders and governors checking frequently and effectively on standards and the quality of teaching. This ensures that the school has a good capacity to go on improving.

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What does the school need to do to improve further?

- Accelerate the progress of pupils who have special educational needs in writing, so it is as good as in reading and mathematics, by:
 - planning interesting and challenging activities which will encourage them to write
 - providing more time for pupils to write in lessons
 - ensuring that parents and carers have the skills to support pupils with homework
 - enhance the training of teaching assistants to enable them to support pupils more effectively during lessons.

- Raise the attainment of less-able pupils in English and mathematics by:
 - planning tasks that are challenging and closely matched to their ability
 - improving the quality of support in lessons to maintain pupils' concentration and enable them to be successful and become more independent.

Main report

Achievement of pupils

Attainment on entry to the Reception class is broadly in line with national expectations for children of this age. This year, more than usual had lower than expected early reading and writing skills on entry. Consequently, there is a strong emphasis in all activities on developing and promoting these skills. Children rewrite the story of *The Gruffalo*, for example, and write down what they think is locked in the pirate's treasure chest. Outdoors, they enjoy following clues to find the key that will unlock the chest, or write messages to put in a bottle. The purpose of independent activities outdoors is not always made clear in teachers' planning but children enjoy playing in the excellent outdoor area which is like a secret garden, with trees for shade. All activities are supported well by adults, who engage children and make sure that they enjoy their learning. Daily sessions to learn letters and their sounds (phonics) are effective in improving reading and writing skills and ensuring most children make good progress. By the end of the Reception Year, most make good progress and exceed the level expected in all six areas of learning.

Pupils, including disabled pupils and those who have special educational needs, make good progress through Key Stages 1 and 2. By the end of Year 2, well above average attainment has been maintained for the past five years in reading, writing and mathematics. Most pupils are secure in the links between sounds and letters, or groups of letters, when reading. In Year 6, attainment dipped slightly last year because the performance of girls in mathematics and boys in writing was lower than usual. Although this was partly because of high mobility and a high proportion of

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pupils with special educational needs in the year group, decisive action by staff has resulted in attainment once again being well above average in English and mathematics.

In their questionnaires, almost all parents and carers agreed that their children make good progress and that the school is meeting their particular needs. Most pupils demonstrate advanced skills in reading by Year 6 because of effective teaching. Year 5 pupils were able to use high-level skills to scan and analyse text to identify inferences, moods and feelings. There is a rising trend in the proportion of pupils who achieve above-average standards. More-able pupils invariably achieve their potential. In some English and mathematics lessons, a lack of challenge and inconsistent support from teaching assistants means that the progress of less-able pupils is not as rapid, and so some do not attain the standards they are capable of.

Quality of teaching

Teaching is effective in most lessons. Almost all parents, carers and pupils agree that teaching is good and successfully promotes learning. 'She is always talking about what she has done,' is a typical quote from parents and carers. Common features of good teaching include the effective use of computers, challenging tasks such as writing a vegetarian spell for a witch's cauldron, and the support provided by teaching assistants. In one outstanding lesson, pupils created spreadsheets to plan the details of how to spend a budget of half a million pounds.

Teachers usually make good use of assessment information and ensure that work is matched closely to the differing ability levels of the pupils, including disabled pupils and those with special educational needs. Planning to meet the needs of more-able pupils and those with a special gift or talent, either academically or in music or sport, is a particular strength. However, in a few lessons, tasks planned for less-able pupils are not sufficiently interesting or engaging and pupils lose interest in their work, slowing their progress. Teaching assistants sometimes offer too much help instead of questioning and encouraging pupils to do work by themselves. Reading skills are taught effectively throughout the curriculum. For example, children read pirates' clues in Reception and pupils research facts from books or computers for topics in Key Stages 1 and 2. The teaching of writing is not as strong, particularly for pupils who have special educational needs, and this is reflected in their weaker writing skills.

All staff successfully promote pupils' spiritual, moral, social and cultural development. This is reflected in pupils' positive attitudes, good behaviour and excitement about challenging tasks. Some could hardly read the 'disgusting spells' for laughing, because they were so excited to be sharing them with others. The consistently good quality of teaching in the Early Years Foundation Stage ensures that children quickly learn to work together, take turns and share equipment. Pupils' cultural development is promoted effectively in lessons about different religions and the culture in France and Spain as they learn to speak both languages.

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Behaviour and safety of pupils

There is a strong sense of community in the school. The current initiative to promote respect has been embraced by the pupils, who show consideration for others and politeness towards adults. Parents and carers praise the way their children are kept safe. Comments from pupils such as, 'Everyone is friendly and helpful,' clearly illustrate how safe they feel. Behaviour is especially good in lessons, with most pupils showing how keen they are to learn. Some parents and carers expressed concerns about behaviour in lessons but for pupils this is not a problem. Staff have effective strategies for managing pupils' behaviour in class and there is a good atmosphere for learning in most lessons. Occasionally some pupils lose interest when tasks are not engaging enough but these pupils do not disrupt the concentration of others. Usually all pupils listen attentively and are quick to respond to class instructions. Behaviour around school is more of a concern for a small minority of pupils. 'Bullying is rare,' was a widely held view among pupils. They understand the different types of bullying, including name-calling, racist and homophobic behaviour. They say any concerns are quickly and effectively dealt with by staff and the new well-trained mini-mentors are setting a good example and helping all to get on well with one another.

Pupils' above-average attendance and positive attitudes to learning are key factors in sustaining good achievement, and reflect pupils' enjoyment of school. Energetic sensory circuit sessions before school help to put pupils in the right frame of mind for learning. The expertise of staff running the breakfast and after-school clubs provides pupils with additional worthwhile learning experiences. There have been no exclusions in the current academic year, and this is another indication of the effective behaviour management by staff and the success of the 'Respect' initiative.

Leadership and management

The new headteacher inspires confidence in everyone and his enthusiasm is a key strength, appreciated by all associated with the school. Staff work well as a team and responsibilities within the team are clearly defined. The school has effective routines for monitoring, evaluating and acting on any identified weaknesses in performance. All staff with leadership roles, for example, share the responsibility for checking on the quality of teaching and its impact on pupils' achievement. Effective professional development ensures that the quality of teaching is continuously effective in promoting learning. The special needs coordinator is experienced and effectively provides for those finding learning difficult. Her role includes directing the high-profile provision for the most-able pupils and those who have a special talent. This ensures that the school successfully meets their individual learning needs.

The members of the governing body are knowledgeable and fully involved in helping to monitor all aspects of the school, including through frequent visits. They use their wide range of professional expertise to challenge staff and drive forward improvements. Currently, governors are exploring ways to link their monitoring visits

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more closely to priorities for improvement identified by staff. Their expertise is supporting the drive by staff to improve any weaknesses and is consolidating the school's good capacity for sustained improvement.

The curriculum is constantly being reviewed by staff to keep it as exciting and interesting as possible. Pupils have the opportunity to learn to speak two languages and attend the good range of after-school clubs such as yoga, the choir and clubs for sporting activities. Each year there is a popular residential visit. Pupils' spiritual, moral and social development is promoted effectively. Most have a good understanding of different cultures through topics and the religious education curriculum, which ensure a good understanding of religions that are different from their own.

Arrangements for safeguarding meet requirements. Promoting equality of opportunity and tackling discrimination are at the heart of the school's work. The school draws on a wide range of expertise to support and enhance provision for any disabled pupils and those who have special educational needs. All staff are fully involved in helping to promote the excellent partnership the school has with parents and carers, who almost unanimously agree that they are kept well informed. Many enjoyed the coffee morning during the inspection.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

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

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

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

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

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

Common terminology used by inspectors

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

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



18 June 2012

Dear Pupils

Inspection of Peakirk-Cum-Glinton CofE Primary School, Peterborough, PE6 7JW

Thank you for your friendly welcome when we inspected your school. My colleague and I both enjoyed our time with you very much. A special thank you goes to those of you who shared your views with us about school, including through questionnaires. You told us that you feel safe and well cared for and we found evidence to support this view in lessons, around school and in the well-organised clubs before and after school. Key strengths are your excellent attendance, good behaviour and keenness to learn.

We judged that your school is good. We found that the things you learn about in lessons are usually well planned, challenging and interesting. Those of you with special talents are particularly well provided for by staff. We would like to see better support in some lessons for those of you who are finding new work difficult, and more opportunities to improve your writing. We have asked the staff to concentrate on helping more of you to achieve the standards expected in English and mathematics by the time you leave Year 6. Many of you told us how much you like your teachers and how they make learning fun. The good progress you all make is because you work hard in lessons. Some of you had concerns about others' thoughtless behaviour out of lessons, but this is not spoiling your enjoyment of school. The mini-mentors are looking after everyone very well and the Respect code is teaching everyone how to be more considerate and polite.

Your headteacher, all the staff and governors work exceptionally well as a team to make sure school is enjoyable for everyone. They have developed good systems to check how well you are doing and ensure that all lessons help you to improve your work.

Congratulations on what you have achieved so far. We hope you will all keep trying hard to achieve even higher standards. Best wishes for the future.

Yours sincerely

Joseph Peacock
Lead inspector

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