

Eye CofE Primary School

Eyebury Road, Eye, Peterborough, PE6 7TD

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement because pupils do not make good progress in all classes between Years 1 and 6.
- Teaching requires improvement because some lessons do not start promptly and teachers do not always give pupils work that is at just the right level for them or expect them to work quickly enough.
- Pupils do not spend enough time practising and extending the skills and knowledge they have learnt in literacy and numeracy lessons when working in other subjects.
- Leadership and management require improvement. The new subject leaders have not had the opportunity to support senior leaders in checking how well teachers and pupils are doing so that they can help improve learning in the subjects they look after.

The school has the following strengths

- Good teaching in the Early Years Foundation Stage allows children in the Reception classes to make good progress, especially in learning about the sounds that letters make.
- The school provides well for pupils' spiritual, moral, social and cultural development.
- Consequently pupils behave well and are thoughtful about the needs of others.
- Pupils enjoy school and feel safe. They are polite and friendly and support each other well in their learning.

Information about this inspection

- The inspection team observed 22 lessons with five being observed jointly with either the headteacher or deputy headteacher.
- Meetings were held with senior leaders and teachers, pupils, members of the governing body and a representative from the local authority.
- The inspectors took into account 34 responses to the online questionnaire (Parent View) and held informal discussions with a sample of parents and carers.
- The inspection team considered the views expressed in 24 staff questionnaires.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning and monitoring documents, the school development plan, records relating to behaviour and attendance and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector	Additional Inspector
Anne Wesley	Additional Inspector
David Berry	Additional Inspector

Full report

Information about this school

- The number on roll is increasing and the school is a larger than the average-sized primary school.
- The proportions of pupils supported through school action, those at school action plus or those with a statement of special educational needs, are below average.
- The proportion of pupils known to be eligible for the pupil premium (those known to be eligible for free school meals, in the care of the local authority, or who have a parent or carer in the armed services) is broadly average.
- The school runs a 'Studio Club' to support pupils to socialise with their peers at lunchtime
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several changes of staff since the last inspection, including some senior leaders.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching between Years 1 and 6 by:
 - making sure that teachers always start lessons promptly and do not waste any time when pupils could be getting on with their learning
 - adjusting work during lessons so that all pupils learn quickly and build on what they have previously learnt
 - making sure that activities are set at just the right level for the pupils so that they can make good progress, especially for disabled pupils and those who have special educational needs
 - making sure teachers give pupils the time to respond to comments in marking and to check their work for avoidable mistakes.
- Make sure pupils practise and extend their literacy and numeracy skills when learning in other subjects.
- Increase the effectiveness of the new subject leaders by:
 - making sure they check the quality of teaching and learning in lessons
 - checking how well pupils are doing in their subjects
 - using the information they collect to improve pupils' learning.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment by the end of Year 6 is broadly average and pupils' progress requires improvement from their starting points because too few are making good progress. Across the school achievement requires improvement because progress is uneven between classes.
- The progress of disabled pupils and those who have special educational needs requires improvement because pupils are not consistently given work that is just at the right level for them in lessons. For example, in a mathematics lesson on fractions, the work was too difficult for the pupils and they became frustrated when they were unable to complete the task.
- Pupils are developing appropriate literacy and numeracy skills but they do not have enough time to practise and extend these when working in other subjects.
- The majority of children start school in the Reception classes working within the levels expected for their age. They make good progress in the Early Years Foundation Stage and attainment has been rising since the last inspection and was above average on entry to Year 1 this year.
- There was a dip in attainment following the last inspection, especially in mathematics, but attainment is starting to rise again and pupils who fell behind are being helped to catch up.
- The school promotes equal opportunities even though the attainment gap is not yet closing for pupils known to be eligible for the pupil premium. While their achievement requires improvement, they make similar progress to other pupils at the school.
- Younger pupils make good progress in learning about the sounds that letters make because they build on the good work carried out in the Reception Year. As a consequence, an above-average proportion of pupils in Year 1 reached the expected level in the recent reading screening test.

The quality of teaching

requires improvement

- Teaching requires improvement because time is wasted when teachers do not make sure that lessons start on time. In addition, learning is sometimes not demanding enough for pupils resulting in a loss of momentum so that pupils do not learn quickly throughout the lesson.
- Not all teachers adjust their planning when it becomes clear that the work is either too hard or too easy for some of the pupils. For example, in one mathematics lesson in Year 1, many pupils already knew the order of the days of the week and spent too long repeating them.
- While teachers' marking has improved since the last inspection, pupils are not always encouraged to follow up advice or check their own work for avoidable mistakes. This means they do not get the most from their teachers' comments.
- The management of behaviour is a strength in teaching because the positive relationships and promotion of pupils' personal development successfully encourage them to try hard and cooperate sensibly. For example, in literacy in Year 2, pupils worked together well when acting out the writer Rudyard Kipling's story about 'How the elephant got its trunk'.
- Teachers' expertise has improved since the last inspection, particularly in mathematics. 'Working walls' (where teachers display pupils' work and display information on what pupils are learning) are used well to support lessons and to share new words with the pupils. For example, one board had information about the names and properties of various shapes.
- Teachers vary the activities they provide to excite the pupils' interest and this is mostly successful. As one pupil said, 'Teachers make it interesting'. For example, in Year 1, pupils enjoyed making food for Rudolf the Red-Nosed Reindeer by following a set of instructions and pupils in Year 5 were keen to point out how the teacher could improve her (intentionally) dreary poetry reading.
- Teaching is consistently good in the Reception classes and a wide range of exciting activities indoors and outside capture the children's interest well and support their learning effectively. For example, children enjoyed comparing sizes when wrapping parcels in 'Santa's workshop' and imitating the teacher by getting resources ready by themselves for a session on the sounds that

letters make.

The behaviour and safety of pupils

are good

- Pupils enjoy coming to school, and this is clear from the above average and rising attendance. They get on well together and are polite and friendly because members of staff set a good example by fostering positive relationships with them.
- Pupils feel safe. They understand about safety, for example when using the internet, and appreciated completing a survey of their views during anti-bullying week. Most pupils and their parents and carers are happy with the way any instances of unkind behaviour are dealt with by the school.
- Good behaviour is a positive feature in most lessons and pupils are keen to work together and help others. They are eager to learn and report that they particularly enjoy tackling 'hard work'. Occasionally pupils do not work quickly enough, particularly when the work is not suitable for them.
- Pupils understand the behaviour policy well and appreciate the 'Good to be Green' award system for good behaviour. The 'Studio Club' has helped a number of pupils to improve their social skills and supports peaceful lunchtimes.
- Pupils take responsibility well and take a genuine interest in each other's work. For example, in a literacy lesson, Year 6 pupils enjoyed sharing their poems about Christmas elves. Pupils help to bring about positive changes at school. For example, the playground has zones for different activities following a request from the school council.

The leadership and management

requires improvement

- Leadership still requires improvement because the new subject leaders have not spent enough time checking teaching and pupils' progress in the subjects they lead and manage. Consequently, while teaching is improving, there are inconsistencies so that not all pupils are learning quickly enough.
- The school has identified that the range of topics it teaches could be improved. Pupils do not spend enough time extending and developing their numeracy and literacy skills when working in other subjects.
- The headteacher and deputy headteacher have an accurate understanding of how well the school is doing and how it needs to develop. The school has improved since the last inspection and issues for development from that time have been successfully tackled. For example, what the school offers to children in the Early Years Foundation Stage is now good so that they progress well.
- Training for teaching assistants has started to improve the support they offer groups of pupils. For example, training in mathematics has been effective in improving the support they give to special groups.
- Safeguarding arrangements meet requirements. Members of staff are checked to ensure that they are suitable to work with children and are trained to help them to keep pupils safe.
- What the school provides for pupils' spiritual, moral, social and cultural development is good. Pupils receive a good grounding of social and moral training and benefit from frequent visits to the local church. Discrimination is tackled firmly and consequently pupils respect the beliefs and customs of other people.
- The school has good relationships with parents and carers and most are positive about the school and make comments such as, 'everyone is really friendly' and 'issues raised are dealt with'.
- The local authority has provided the right level of support to help the school to improve and additional training is available as needed.

■ The governance of the school:

- Governors have increased their involvement in setting key priorities for the school's improvement and are becoming better at asking searching questions. They have a clear understanding about the quality of teaching and how well the school is doing and how resources are used to improve what the school offers its pupils. They understand data and how the school is doing compared with other similar schools. Governors know how and why the pupil premium is being spent and the extent to which it is helping to close the attainment gap and increase pupils well being. For example, funding ensures that all pupils have equal opportunities to take part in additional activities such as the residential visit. Targets for teachers are being used to improve teaching and the performance of individual pupils and the school as a whole. Increases in pay are linked to rapid gains in pupils' progress. Governors make sure they receive the professional training they need to develop further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110825
Local authority	Peterborough
Inspection number	405304

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	345
Appropriate authority	The governing body
Chair	Andrew Goodsell
Headteacher	Clare Clark
Date of previous school inspection	19 January 2011
Telephone number	01733 222314
Fax number	01733 222314
Email address	admin@eye.peterborough.sch.uk

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