

# The Duke of Bedford Primary School

Wisbech Road, Thorney, Peterborough, PE6 0ST

## Inspection dates

20–21 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, supported by her senior team, provides strong and determined leadership based on an accurate evaluation of the school's strengths and weaknesses. Leaders have improved teaching and achievement, particularly in the last year.
- Most teaching is good and some is outstanding. Pupils are now making good progress from their individual starting points in reading, writing and mathematics.
- Teachers plan stimulating and well-thought-out activities that capture pupils' interest and help them to make good progress.
- Children get off to a good start in the Reception class.
- Pupils feel safe and show good behaviour in everything they do. Their positive attitudes contribute well to their good learning. They enjoy coming to school and have high levels of attendance. They take pride in and care for their environment.
- The way subjects are organised and the range of activities provided in and out of school hours motivates pupils and contributes well to their good spiritual, moral, social and cultural development.
- Governors provide a good level of challenge and support to the headteacher. They keep a close check on the quality of teaching, pupils' achievement and the use of resources.

### It is not yet an outstanding school because

- Not all teaching is outstanding. Teachers do not always set work that is at the right level to challenge all pupils appropriately, especially more able pupils.
- Some teachers do not use resources as well as they could to explain new ideas to pupils.
- Although some marking shows pupils how to improve their work, this is not consistent across the school.

## Information about this inspection

- The inspection team observed 18 lessons. Three of these were joint observations with the headteacher.
- The team listened to pupils read in Year 1 and Year 2.
- Inspectors also visited some group support sessions, looked at work in books and attended an assembly. They observed pupils during break and lunchtimes, and as they moved around the school.
- A range of documents was scrutinised. These included the school's evaluation of its strengths and weaknesses, school improvement plans, records of meetings of the governing body, safeguarding files, data regarding pupils' current progress, and information on the management of teachers' performance and the monitoring of teaching.
- Meetings were held with the headteacher, subject leaders and the leader of the Early Years Foundation Stage, a group of pupils, the Chair of the Governing Body and four other governors and a representative from the local authority.
- The inspection team took account of 47 responses to the online questionnaire 'Parent View' and also spoke informally to a number of parents who were delivering their children to school. They also received written communication from two parents.
- The views of 15 staff who returned questionnaires were also considered

## Inspection team

Joan Beale, Lead inspector

Additional Inspector

Gillian Scobie

Additional Inspector

# Full report

## Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is slightly above average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for which the school receives additional pupil premium funding, is lower than average.
- There have been a number of changes in teaching staff, including of senior leadership, since the last inspection.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## What does the school need to do to improve further?

- Improve the quality of teaching so that a higher proportion is outstanding by ensuring that teachers:
  - always plan work that provides the right level of challenge for all pupils, especially more able pupils
  - apply the marking policy consistently
  - make better use of resources to explain new ideas and what pupils are expected to do in order to develop their skills and extend their knowledge
  - have opportunities to learn from outstanding practice in their own and other schools.

## Inspection judgements

### The achievement of pupils is good

- Achievement for most pupils, including more able pupils, is now good. The majority of pupils make the progress expected for their age in reading, writing and mathematics and the proportion that are exceeding this is increasing. This is because the quality of teaching and the range and type of activities provided for pupils has improved since the previous inspection.
- Pupils have very positive attitudes to their teachers and to learning and these contribute well to their achievement.
- In recent years, children have entered the Reception class with levels of development that are broadly typical for their age. They make a good start in reading, writing and mathematics. In 2013, a high proportion were at or above the average level by the end of the Reception year.
- In Key Stage 1, pupils continue to make good progress to reach levels of attainment that are consistently above average at the end of Year 2. The results of the Year 1 phonics screening check in 2013 were average, and all pupils who retook the check in Year 2 were successful.
- Attainment at the end of Key Stage 2 fell in 2013, after a number of years in which standards were at, or above national averages. These pupils had not always made the progress they should during the key stage because of considerable disruptions to their teaching. Better teaching and progress now are helping current pupils to overcome shortcomings from the past.
- Reviews of the school's own tracking data, work in books and observations of learning in classrooms, show that pupils now in Key Stage 2 are making good progress from their varying starting points. Pupils in Year 6 have already made progress which is above that expected by the end of the year. School data show these pupils to be on target to reach above average standards by the end of Year 6. The same is true for pupils currently in Year 5 and Year 4.
- As a result of improved strategies to support reading, particularly the teaching of the sounds that letters in words represent (phonics), most pupils read confidently and accurately and this, in turn, is having a beneficial effect on writing standards. Effective teaching of basic mathematical skills, including multiplication tables, is having a similar effect on attainment in mathematics across the school.
- The achievement of disabled pupils and those with special educational needs lagged behind that of their peers in 2013. However, these pupils are now making good progress. Consistently good teaching and a range of additional sessions and one-to-one support for those with specific or complex needs is ensuring that these pupils make up lost ground.
- More-able pupils have not, in the past, consistently achieved the high standards of which they are capable. However, there is strong evidence that the achievement of these pupils is rising and the school's data indicate that a higher proportion of pupils in Year 6 are on track to attain Level 6, especially for reading, than is seen nationally.
- In 2013, only a small number of Year 6 pupils were supported by the pupil premium. This means that comparisons between their standards and those of others are not meaningful and might result in individuals being identified. School data and other inspection evidence indicate that the current progress of this group of pupils is good, and is improving at a similar rate to other pupils so that any gaps in attainment are reducing.

- The school promotes equal opportunities well and does not tolerate discrimination of any kind.

### **The quality of teaching** is good

- Pupils enjoy coming to school. They say that one of the best things about school is that 'lessons are interesting' and that they are 'taught well'.
- Teaching in the Early Years Foundation stage is consistently good or better. Activities, both inside the classroom and outdoors, enthuse children. For example, children enjoyed reading and writing about 'The Hungry Caterpillar' because a range of exciting activities, including painting and a 'mini beast hunt', had been planned around this. As a result all children made good progress.
- Teaching across the rest of the school is typically good and some is outstanding. This has contributed strongly to improved rates of progress and rising attainment across the school over the last two years. Teachers make good links with other subjects to make learning fun and interesting. For example, in a Year 6 lesson, the teacher used a creative approach to teaching division and multiplication to make a routine activity vibrant and exciting, with a high level of challenge. This promoted excellent progress and tangible enjoyment for all. In a Year 5 lesson on the water cycle, drama was used to help pupils to enact cloud formation. This greatly aided pupils' understanding and enabled them to produce good diagrammatic representations of this process.
- Such interesting experiences help to promote pupils' positive attitudes to their learning. Pupils want to please their teachers because they like and respect them.
- Teaching assistants are used well across the school and they provide good support for all groups of pupils, including disabled pupils, those with special educational needs and those who are eligible for the pupil premium. As a result most of these pupils are making good progress.
- The most effective teaching provides a high level of challenge for more able pupils from the start, but this practice is not yet consistent across all classes. Occasionally, expectations of what these pupils can do are not high enough.
- Teachers use a range of interesting resources including information and communication technology and interactive whiteboards to help to introduce new ideas and explain to pupils what they are expected to do. This contributes well to pupils' understanding. However, this practice is not consistently good across the school.
- Improved marking regularly informs pupils of what they need to do next to improve their learning. This is contributing to good progress. Good examples of dialogue between pupils and their teacher were also noted. However, this high quality approach to improving pupils' work is not yet consistent across all classes.

### **The behaviour and safety of pupils** are good

- Pupils enjoy coming to school and appreciate the wide range of activities provided. This is reflected in their good attendance, which is consistently high and their punctual arrival. This makes a significant contribution to pupils' achievement.
- The behaviour of pupils is good. This is true from Reception to Year 6, in class and around

school, and contributes well to their learning and development. Behaviour at playtime and lunchtime is good. Pupils benefit from a large playground which provides space for a range of activities and games. These are well supported by trained lunchtime staff.

- Pupils take a real pride in their appearance, their work and the environment. They are polite to each other, adults and visitors. They are proud of their school and eager and happy to talk about how much they enjoy their learning.
- Older pupils enjoy the opportunities they have to take on responsibilities, such as play leaders and 'buddying up' with the youngest children to help them to settle in to school.
- The school's work to keep pupils safe and secure is good. The school has a positive and caring atmosphere. Pupils say they feel safe in school and parents agree that this is the case. Pupils understand well about personal safety, including e-safety. They understand the harm that can be caused by the use of inappropriate language towards groups or individuals.
- Pupils understand about bullying and who to inform should it occur. They say that there is little name calling or bullying of any kind but, if this does occur, it is quickly sorted out by staff.
- Appropriate policies in respect of safeguarding and child protection are in place. Case studies of pupils whose circumstances might make them vulnerable show that the school liaises well with a range of agencies who offer support for these pupils and their families and takes the right actions to bring about benefits for them.

### **The leadership and management** are good

- The headteacher, supported by her senior leadership team, provides determined and ambitious leadership. Actions taken since the last inspection have been managed well and moved the school forward. Previous weaknesses in teaching in Key Stage 2 have been overcome and current pupils are showing the benefit of this in their improved progress. This demonstrates the school's capacity to improve further.
- This vision for continued improvement is shared by staff and parents. The majority of parents who completed the online questionnaire and those spoken to during the inspection are happy with the school's provision for their children and almost all of them would recommend the school to others. They say that their children are happy, safe, well looked after, well taught and make good progress.
- Leaders have an accurate view of the school's strengths and areas for development. This information is used to write clear plans for development. These are helping to drive improvements and have been particularly successful in promoting pupils' enjoyment of reading. Senior leaders regularly check how well pupils are learning. They observe lessons, look in books and carefully analyse the results of pupil assessments. As a result, the overall quality of teaching has improved and it is now typically good.
- Subject leaders have received appropriate support and lead their areas of responsibility well. They have a good idea of what happens in their subjects in different classes and are increasingly involved in the monitoring of teaching and learning.
- The Early Years Foundation Stage is well led and, as a result, children learn well and make good progress in the Reception year.

- Improved systems to check and manage staff performance are in place and this is now managed well. Effective teaching is rewarded, and support and appropriate training are provided when needed.
- Assemblies, displays, visits, music and art and the way that subjects are linked together contribute well to pupils' good spiritual, moral, social and cultural development.
- The local authority knows and supports the school well. The school makes good use of its services, for example through subject leader briefings, governor training and meetings to ensure that teachers' assessments are accurate.
- The primary sport funding has been used well to provide a range of coaching and clubs. It has also been used to train staff and lunch-time supervisors to ensure sustainability when this funding ceases. Pupils say that they enjoy having the opportunity to take part in sporting activities at lunch time and they are also enthusiastic about the range of after-school clubs that they can choose from.
- **The governance of the school:**
  - Governors understand their role and carry it out well. They are very supportive but challenge strongly when necessary. There has been a marked improvement in governance since the previous inspection. The training that governors have received in key areas has enabled them to hold the school to account for its performance more robustly. For example, governors have an improved understanding of the data that is presented to them. They make more frequent visits to the school, visiting lessons and talking to staff and pupils. This contributes well to their understanding of the quality of teaching and how well the school is doing. Governors also receive detailed reports from the headteacher. They set rigorous targets for the headteacher and her staff and ensure that they are rewarded appropriately for their hard work. They have a clear understanding of how the school budget is spent, including the impact of the pupil premium and primary sports funding. They are fully aware of their statutory responsibilities and make sure that safeguarding arrangements meet national requirements.

## 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

<b>Unique reference number</b>	110705
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	430785
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pauline Coakley
<b>Headteacher</b>	Ms Jackii Crockett
<b>Date of previous school inspection</b>	10 July 2012
<b>Telephone number</b>	01733 270243
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