

Abbotsmede Primary School

Kingsley Road, Peterborough, PE1 5JS

Inspection dates 22–23 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- Pupils make good progress in reading, writing and mathematics because they are well taught and senior leaders check their progress rigorously.
- Teaching has improved since the last inspection and is now typically good. This is because the school leaders effectively focus on checking the quality of teaching and giving support to teachers and other staff to help improve their practice.
- Relationships between adults and pupils are excellent, with the result that pupils behave well at all times and in a variety of circumstances.
- Pupils from a wide variety of backgrounds play and learn well together because the school does not tolerate any discrimination.
- Pupils enjoy school and have good attitudes to learning. They feel safe and know how to keep themselves safe. They are proud of their school.
- Across the school pupils enjoy a wide range of subjects and topics. These provide plenty of opportunity to promote their spiritual, moral, social and cultural development.
- Governors provide effective challenge to leaders to make sure the school is doing as well as possible.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure more pupils make rapid progress and reach the higher levels of attainment.
- While the marking policy is used well sometimes teachers do not check to make sure that pupils do not repeat the same mistakes.
- Progress in reading in the upper school is sometimes hampered by a lack of an understanding of how letters and sounds are linked.

Information about this inspection

- The inspection team observed learning and looked at pupils’ work in all year groups. They visited lessons in 16 classes. Four were observed jointly with one of the senior leadership team.
- Inspectors held meetings with the headteacher and senior and middle leaders to discuss the progress that groups of pupils make throughout the school. They analysed the school’s information on attainment and progress. An inspector met with two governors.
- The team examined records of the local authority’s involvement with the school and met with a local authority representative.
- The views of parents and carers were considered from the school’s own recent parent survey. There were insufficient responses to the Ofsted online survey, Parent View, to register. The views of the 40 staff who completed the staff questionnaire were also taken into account and the team talked to staff during the inspection.
- They listened to pupils read, chatted to pupils informally in the dining hall and in a formal group of ‘young leaders’.
- Pupils’ behaviour was observed during lessons and at various times around the school including lunchtime.
- Inspectors looked at documentation including that related to safeguarding, behaviour and the school’s development planning. They also looked at attendance figures and at the school’s website.

Inspection team

Gillian Bosschaert, Lead inspector

Additional inspector

John Greevy

Additional inspector

Lynn Lowery

Additional inspector

Full report

Information about this school

- The school is larger than the average primary school. It has grown from having one class in each year group to having pupils starting in two classes each year.
- There is a Nursery class, which has morning and afternoon places.
- Only a third of the children who attend the Nursery go on to attend the Reception classes.
- Many of the children who enter the reception classes have not attended any pre-school establishment previously. Many come from cultures which do not start formal schooling until children are older.
- The proportion of pupils from minority ethnic backgrounds is significantly above the national average and rising. The significant groups come from Eastern European countries.
- The proportion of pupils who speak English as an additional language is well above the national average. Some pupils are bilingual but a significant number across the school are in the early stages of learning English.
- The proportion of disabled pupils and those who have educational needs supported by school action is higher than usual. The proportion supported by school action plus or with a statement of special needs is broadly the same as that found in schools nationally.
- The proportion of pupils known to be eligible for pupil premium funding is much higher than that found in similar schools. This is additional funding provided by the government to support those pupils who are eligible for free school meals or are in the care of the local authority.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching to raise attainment by:
 - sharing and applying the good practice that already exists in the school to help teachers make their performance even better
 - providing specific training in phonics (linking letters and sounds) to all adults in the upper school to help less-able readers
 - ensuring that teachers check pupils' responses to their marking, so that they do not repeat the same mistakes.

Inspection judgements

The achievement of pupils is good

- Achievement in writing is good. Reading and mathematics have improved rapidly during the last year. All groups of pupils including those from different ethnic groups and different starting points make good progress in reading, writing and mathematics. There are no significant differences between classes or any of the different groups of pupils in the school. This is because leaders and teachers keep a careful check on how well pupils are doing and quickly provide extra support where needed. Consequently, equal opportunities are good and discrimination for different groups is weakened.
- Children enter the Early Years Foundation Stage in the Nursery or Reception class with knowledge, skills and understanding that are well below those expected for their age. The large majority speak little or no English. They make good progress in the Nursery but only one third continue into the Reception classes. At the end of the Reception year most pupils have reached levels which are still below levels expected for their age, but they have made good progress.
- Pupils develop steadily in Key Stage 1 and the school's own data indicates that the current Year 2 pupils will be broadly in line with pupils in similar primary schools in reading, writing and mathematics. Year 1 pupils are also in line to achieve the expected standards in reading, writing and mathematics.
- Pupils make good progress in Key Stage 2. However, the large number of pupils who leave and enter the school in each year group, many coming to school in England for the first time and needing to master an unfamiliar language, take longer to reach standards expected for their age. Pupils who had attended the school from the beginning of Key Stage 2 made similar progress to that expected of pupils nationally with over one third making better progress. Progress has accelerated in 2014 due to improved teaching and additional individual and group work.
- Scrutiny of pupils' books and the school's own monitoring of individual pupils' progress shows that pupils are making more rapid progress throughout Key stage 2 than at the time of the last inspection. This is because teaching is better and the school has focused on ensuring that marking is informative.
- More-able pupils are identified in the teachers' plans which ensures they are given more challenging work to do within class. Pupils who speak English as an additional language achieve as well as other groups because the school focuses effectively on building pupils' vocabulary and literacy skills from the start.
- The achievement of disabled pupils and those who have special educational needs is good. Their progress is assessed regularly each term by the senior leadership team and the class teacher. Appropriate work is then set and additional help given when necessary ensuring that they make the best progress possible. This ensures all pupils have equal access to all subjects and activities.
- Pupils enjoy sport and are enthusiastic about physical education. The additional sports funding is being used to increase the range of activities with a sports specialist. This has increased sports participation and it has had a positive impact on behaviour and attitudes to learning.
- Pupil premium funding is used well to provide the best help for pupils needing support with their learning. Regular reviews take place each half term. A breakdown of how the funding is used is

shown on the school website and regularly discussed with governors. The school's data for 2014 shows that pupils are making at least the same good progress as their classmates and sometimes better. These pupils' attainment is currently less than half a term behind others in their class in writing, one term behind in reading and mathematics. The gap has closed considerably since last year.

- Pupils who read to the inspector in Key Stage 1 read well using their knowledge of phonics, to help them with unfamiliar words. They said they enjoy reading and records show they read often. However, pupils in Key Stage 2 did not always have strategies to help them with unfamiliar words because phonics is not taught regularly to those who need to catch up. All the older readers read widely and books had the appropriate level of challenge to move them forward in their learning.

The quality of teaching is good

- Teaching has improved since the last inspection. The quality and quantity of the work in pupils' books and the improving rates of progress show that teaching is typically good.
- Literacy and mathematical skills are taught well throughout the school. Teachers plan for all ability groups within their class and build effectively on pupils' prior knowledge, with the result that they all make good progress. Lessons provide pupils with opportunities to challenge themselves and this ensures they make good progress. Pupils are offered success criteria from which to choose to work. These get progressively harder, using bronze, silver, gold or platinum as markers to the level of difficulty. Pupils enjoy testing themselves against these levels and boast about when they managed to attain gold or platinum correctly. Questioning is clear and precise in a language which is easily understood. Pupils grasp exactly what is required of them and so settle quickly to their work.
- A new marking policy has been introduced and is being used consistently. Teachers mark regularly and time is set-aside for pupils to respond to their teacher's comments. However, sometimes teachers do not check the responses pupils have made to make sure that they do not make the same mistakes. Pupils are very clear that the marking helps them to improve. Pupils are hard working and keen to learn. They take pride in what they do and present their work legibly and neatly. Pupils' books show a distinct improvement since September.
- Some of the additional funding which has been used to employ additional teaching staff for mathematics and literacy has been very effective. Additional training for staff in teaching pupils with English as an additional language has also helped improve the quality of teaching and improved the rates of progress for all pupils.
- Teaching assistants are generally deployed well and contribute to pupil's progress especially in the Nursery and Reception classes where they talk to children continually to develop speaking and listening skills. A range of good, well-planned activities help children to develop early reading, writing and number skills. There is a strong emphasis on developing children's social skills by sharing and taking turns. They also develop their curiosity in the natural world while playing in the outside area.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Almost all pupils behave well in and out of lessons. Pupils take responsibility for each other especially in the playground. They are eco-conscious and willingly discuss problems about litter, food waste or coats being left in corridors being hazardous.

- Any unwanted or inappropriate behaviour is managed well through clear systems which all staff use. Consequently disruptions are extremely rare and time in lessons is usually used well for learning. Very occasionally, when learning is not stimulating enough low-level disruption occurs.
- Parents and carers who responded to the school's own questionnaire were highly positive about behaviour in the school. Staff also feel behaviour is good and managed well. Pupils are adamant that behaviour is really good and there are consequences if it is not. 'Junior leaders' are the pupils' voice and they raise issues and organise charity events. Pupils sing in the local home for the elderly where they are well received and teachers get comments about pupils' good behaviour.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school and parents and carers agree. Pupils know how to keep themselves safe including when using the internet. Pupils explained that their teachers talk to them about safety and recently they have had road safety discussions. They say that bullying rarely occurs in school and are confident that there is always an adult in school who is willing to listen to them should an incident occur in or out of school.
- Racism is not tolerated, pupils are fully aware of how they must talk and act together. Assemblies provide opportunities to develop spiritual, moral, social and cultural development as topics explore differences between cultures and races and being empathetic toward others. Pupils are involved in running their own healthy tuck shop when snacks are sold at break times. They raise money for national charities.
- Attendance is improving and is now close to average. The school has worked hard to ensure its pupils attend regularly but suffers from families taking extended holidays to home countries. This is closely monitored and fixed penalties are distributed which is effecting change.

The leadership and management are good

- The headteacher, deputy head teacher, assistant headteacher and phase leaders drive the improvements which have happened since the last inspection. The whole team of staff and governors are united in their quest to raise standards by ensuring that all pupils do as well as they can, demonstrating a good capacity for improvement and a commitment to equal opportunity.
- Senior leaders have high expectations of themselves, the staff and the pupils. Phase leaders and subject leaders consistently check their areas of responsibility. Teacher's planning is checked, pupils' books scrutinised, lessons observed and pupils' progress monitored regularly.
- Systems to set targets for teachers are fully developed and closely linked to raising standards and improving the quality of teaching. Teachers have one-to-one discussions with pupils to evaluate how well they understand their own progress and resolve any difficulties.
- The school's self-evaluation is accurate, showing a realistic view of the school and areas to improve pupils' performance. Areas of weakness are being addressed and training provided which closely links to school improvement. Staff are very appreciative of the training they have been given and say it has helped them in their teaching. As a result, pupils' progress has accelerated.
- The employment of additional teachers for senior leaders to teach and develop mathematics and

literacy has enabled smaller group work and school data shows that many more pupils are on track to attain the higher levels in both key stages and exceed the expected progress for their age.

- The pupils study a wide range of subjects including gardening. Vegetables are grown and cooked by the school kitchen staff for the children to eat at lunchtimes. Trips to a Mosque, a Hindu temple, the Royal Air Force base and war exhibition all enhance their wider learning experiences.
- The primary sports funding has been carefully allocated. It has been used in a variety of ways offering teaching staff the opportunity to develop new skills from specialist coaches. Pupils are being encouraged to lead healthy lifestyles. School clubs include Bhangra dancing and yoga, which offer alternatives to other forms of exercise.
- The local authority has provided very effective support, particularly in developing the Nursery and Reception classes. They work closely with senior leaders ensuring that judgements are accurate and helping the school in its drive to make improvements since the last inspection.
- All statutory safeguarding requirements are met.
- **The governance of the school:**
 - Governors are committed to raising standards. They know their school well and challenge senior leaders regularly to explain pupils' achievement. They visit the school regularly and have a good understanding of its strengths and priorities for improvement. They look at pupils' books, visit classrooms, and talk to staff and pupils so that they have a clear idea of how the school is improving. They fully understand how the performance of staff is managed and how this is linked to pay and progress in the profession. With the assistance of the local authority they have set challenging targets for improvement for the headteacher. Governors ensure that finance is carefully allocated, including the primary sports funding, and monitor the impact this has on pupils' behaviour and their participation in sport.

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	110779
Local authority	Peterborough
Inspection number	442067

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair	Lyndsey Welldon
Headteacher	Kate Trethewy
Date of previous school inspection	4 December 2012
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