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Mrs Clare Clark
Headteacher
Eye CofE Primary School
Eyebury Road
Eye
Peterborough
PE6 7TD

Dear Mrs Clark

Requires improvement: monitoring inspection visit to Eye Church of England Primary School

Following my visit to your school on 22 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in April 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action as follows:

- Increase the proportion of pupils achieving Level 3 at Key Stage 1.
- Ensure that parents are fully aware of the progress that the school is making in getting to good.
- Encouraging as many parents as possible to complete Ofsted's online questionnaire, Parent View.
- Complete an audit of the curriculum to document all of the positive ways in which the school promotes pupils' spiritual, moral, social and cultural development and British values.

Evidence

During the inspection, meetings were held with you, the acting deputy headteacher/SENDCO, phase leaders, governors and a representative from the local authority to discuss the action taken since the last inspection. The school improvement plan and action plan were evaluated. You took me on a tour of the school visiting every classroom. We discussed the school's latest data on pupils' achievement.

Context

Since the previous inspection you have announced that you are leaving the school at the end of December as you are moving on to another headship in Cambridge. The deputy headteacher is taking maternity leave and her responsibilities are being covered by a part-time acting deputy/SENDCO and a part-time assistant headteacher on secondment. A new assistant headteacher has been appointed. One newly qualified teacher has joined the school this term. A new phase leader for Key Stage 1 has been appointed.

Main findings

You have coached and mentored the senior leadership team well. They have a strong understanding of the school's clear and useful plans for improvement. You communicate your vision for the school passionately and you know what needs to be done to tackle weaknesses. The school improvement plan is a useful tool to bring about rapid change. It is clear, succinct and actions are closely aligned to pupils' achievement. Senior leaders have all contributed to regular and thorough evaluation of the school's work to achieve its goals. This detailed evaluation helps the school to set priorities for each term within a suitable time frame. The team demonstrates that it has the capacity to continue to press on with the necessary improvements to achieve a good outcome at its next inspection. A succession plan is in place to ensure that key information is passed on to incoming leaders and momentum for school improvement is sustained. The recruitment process to find a new headteacher has begun. Leadership of English and mathematics is strong. Phase leaders are effective in checking that priorities set in the development plan are implemented by class teachers.

Everyone is keen to make improvements to raise standards. The environment for learning is very well organised, inviting and stimulating. Eye-catching displays of pupils' work show the pride that pupils are taking in all aspects of their work. Staff have invested a lot of thought and care in creating such attractive work spaces especially so early in the new school year. Evidence of the school's promotion of pupils' spiritual, moral, social and cultural development and British values is evident in the displays. A full audit of the how the school is promoting these would be valuable in providing strong evidence to back this up.

The quality of teaching is improving because you have communicated clear expectations and set minimum requirements for staff to keep to. You and other senior staff drop in to lessons frequently to check for improvements. You address weaknesses through coaching, training and formal systems such as appraisal. Staff are held accountable for pupils' progress. The school's initial 2014 data show a significant rise in reading, writing and mathematics at Key Stage 2. In particular, the proportions of pupils achieving Level 5 at least doubled from 2013. Progress rates compare favourably to national figures. In Key Stage 1 outcomes are in line with national averages but fewer pupils achieve Level 3 than in other schools nationally. It will be important to share all the 'good news' stories with parents so that they appreciate how far the school has come and to encourage more of them to complete Ofsted's online questionnaire Parent View to gain a more representative picture of their views.

Through regular visits and examination of the school's data, governors know the school well. They know how far the school has come in making improvements, where it needs to get to and how to achieve this. The governing body manages suitably the additional government funding known as pupil premium for pupils most at risk of underachieving to promote their better learning. The diocese has supported the governing body in evaluating the effectiveness of teaching, learning and spending of pupil premium funding. It is also involved in the process of recruiting a new headteacher.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority provides an appropriate level of support in relation to the school's needs. It successfully arranged a secondment to fill the deputy headteacher's maternity leave and it is supporting governors in recruiting a new headteacher. Rightly, plans are in place to reduce the level of support as the school's leadership team grows in strength and effectiveness. The local authority has set up a triad system across Peterborough schools where three schools combine to share good practice and support each other. Eye is linked to two good schools.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Peterborough and the Diocese of Peterborough.

Yours sincerely

Linda Killman
Her Majesty's Inspector