

# Eyrescroft Primary School

Eyrescroft, Bretton, Peterborough, PE3 8EZ

## Inspection dates

5–6 March 2015

|                                |                      |                      |          |
|--------------------------------|----------------------|----------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good                 | 2        |
|                                | This inspection:     | <b>Inadequate</b>    | <b>4</b> |
| Leadership and management      |                      | Inadequate           | 4        |
| Behaviour and safety of pupils |                      | Requires improvement | 3        |
| Quality of teaching            |                      | Inadequate           | 4        |
| Achievement of pupils          |                      | Inadequate           | 4        |
| Early years provision          |                      | Good                 | 2        |

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Leaders, staff and governors have not done enough since the last inspection to improve teaching and pupils' achievement.
- A high turnover of teachers and leaders has had a negative impact on teaching and learning.
- Teachers do not set challenging enough work for all groups of pupils, particularly for the most-able pupils.
- The quality of teaching in Key Stages 1 and 2 varies too much across different classes and year groups to support good progress.
- Standards in reading, writing and mathematics have declined since the last inspection and there is little sign of improvement. By the end of Key Stage 2, standards are well below average.
- Pupils' attitudes to learning require improvement. Pupils are sometimes reluctant to respond to teachers' questions, and lose concentration when they do not understand what is expected of them or when they are set tasks that are too easy.
- Although pupils generally feel safe, both they and their parents expressed some concerns about how the school deals with bullying.
- Pupils' skills in phonics (the sounds that letters make) are not developed well enough at an early stage. This limits their capacity to make good progress in reading and writing.
- Teachers' marking does not consistently help pupils to know how well they are doing, or what they need to do to improve their work.
- The school is not making effective use of specific government funding to close the attainment gap between disadvantaged pupils and their classmates.
- Leaders do not identify weak teaching or underachievement with enough rigour to provide effective support for staff.
- Leaders' plans for improvement do not focus clearly enough on improving teaching and achievement.
- Pupils have little knowledge of other cultures and faiths.
- Governors have not held leaders to account, and have not been effective in raising standards.

### The school has the following strengths

- Children in the early years enjoy a varied and interesting range of activities. Teaching is more effective than in the older year groups, and so children achieve well in the Reception classes.
- Pupils are polite and welcoming.
- Pupils are well cared for and know that teachers will help them if they have concerns. Relationships between adults and pupils are good.

## Information about this inspection

- Inspectors observed teaching and learning in 17 lessons or parts of lessons, including one seen jointly with the headteacher.
- Inspectors held discussions with the headteacher and other leaders, members of the governing body and a representative of the local authority. Inspectors also held meetings with pupils, and had informal discussions with them around the school.
- Inspectors listened to pupils read and talked to them about their reading habits. They also scrutinised samples of pupils' workbooks.
- The inspection team looked at a range of documents, including development plans, the school's evaluation of its performance, and documentation related to behaviour, child protection and safeguarding. They also examined evidence showing current pupils' achievement.
- The inspectors took account of the 26 responses to Ofsted's online questionnaire, Parent View. Inspectors also considered the views of parents they met at the start and the end of the school day and considered the 37 responses to the staff questionnaire.

## Inspection team

|                                |                      |
|--------------------------------|----------------------|
| Stephen Palmer, Lead inspector | Additional Inspector |
| Carolyn Wood                   | Additional Inspector |
| Suha Ahmad                     | Additional Inspector |

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- The school is larger than the average-sized primary school.
- Children in the Reception Year attend on a full-time basis.
- The large majority of the pupils are White British. Around a fifth of the pupils speak English as an additional language, which is a little above average.
- The proportion of pupils supported through the pupil premium is much higher than average. This is additional government funding for pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve teaching and pupils' achievement by:
  - providing suitably challenging work for all groups of pupils, especially the most able
  - giving pupils clear feedback on how well they have completed their work, and how they can improve it
  - developing pupils' reading skills systematically, and giving them opportunities to use these skills in a wide range of contexts.
- Improve the effectiveness of leadership and management by:
  - checking rigorously on the school's strengths and weaknesses, and making action plans to rapidly tackle the weaknesses in teaching and achievement
  - making frequent and rigorous checks on the quality of teaching, pupils' work in all year groups and classes, and their progress towards meeting challenging targets
  - ensuring that the pupil premium is used effectively to raise the attainment of disadvantaged pupils
  - taking effective action to tackle any incidence of bullying
  - improving pupils' awareness of social, moral, spiritual and cultural issues, so they are properly equipped for life in modern Britain
  - increasing the capacity of the governing body to challenge as well as support the school's leaders.

An external review of governance, including the school's use of the pupil premium, should be undertaken in order to assess how these aspects of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- Since the last inspection, leaders have failed to make necessary improvements to the quality of teaching, or to eradicate pupils' underachievement. As a result, pupils' attainment has declined.
- The school has undergone a period of turbulence. After her appointment, the headteacher correctly identified the need to improve the quality of teaching. However, her drive for improvement led to a number of teachers leaving the school. The subsequent high turnover of staff has resulted in a lack of consistency and continuity in the quality of teaching.
- Leaders have not attached enough importance to the information they have about the underachievement of pupils and the quality of teaching. As a result, their plans for improving the school do not convey a strong enough message about the need to tackle these most important weaknesses.
- Leaders do not use suitable systems to measure and manage the effectiveness of teachers. The targets they set for teachers' performance are not challenging enough to lead to a significant improvement in the quality of their work.
- The school's subject and other leaders have not yet been in post for long enough to have had an impact on teaching or achievement in their areas of responsibility.
- The school should not appoint newly qualified teachers.
- The way subjects are taught does not promote pupils' social, moral, spiritual and cultural awareness well enough. Most pupils have little knowledge of cultural differences in modern Britain, and the school has not done enough to explicitly promote British values of tolerance and respect.
- Leaders have successfully created an environment in which pupils feel safe and cared for and generally conduct themselves well. The relationships between pupils and adults are good, and the classrooms are well resourced and tidy. As a result, most pupils want to come to school; when lesson activities are stimulating, they are keen to learn.
- Leaders do not ensure that all groups of pupils have an equal opportunity to succeed. Too many pupils have made inadequate progress, especially those who are more able. However, the school ensures that pupils are not discriminated against.
- The primary school sports funding has been used to pay for specialist sports coaches. This has had a positive impact on pupils' health and well-being because there is a high take-up of the after-school activities provided by the sports coaches. However, the school does not use sports funding effectively to develop the capacity of class teachers to deliver high-quality lessons in physical education.
- The local authority has recognised weaknesses in the school's performance. It has tried to improve the quality of teaching by encouraging links with successful local primary schools. However, this support has had little discernible impact.
- Leadership and management of the early years are good. Good recording of children's achievements means that teachers are able to take account of what individual children know and can do, and monitor their progress effectively in order to plan future learning. As a result, most children achieve well during their time in the Reception Year.
- **The governance of the school:**
  - Governance is inadequate. Although the new Chair of the Governing Body is determined to improve the performance of the school by raising standards and improving progress, the efforts of the governing body have not yet led to improvements.

- The school has not used the funding to support disadvantaged pupils well enough to make significant improvements to their achievement. The governors have not done enough to put this right.
- Governors have had training to help them understand information about pupils' achievement. As a result, they are becoming less dependent on leaders in interpreting this information, and they are beginning to hold leaders to account.
- Governors understand the processes by which teachers' pay is linked to their performance. However, they have not made teachers' targets sufficiently challenging to ensure that teaching improves.
- Governors ensure that safeguarding arrangements meet national requirements.

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

**require improvement.**

### **Behaviour**

- The behaviour of pupils requires improvement. In lessons where work is too easy or pupils do not understand what is expected of them, they lose interest and do not concentrate as much as they should.
- Teachers are sometimes slow to respond to inappropriate behaviour in lessons. A small number of pupils expressed concerns that, on occasion, individual pupils have disrupted lessons by misbehaving. Although such incidents are rare, they impede the learning of the class.
- The school does not record incidents of misbehaviour effectively. As a result, leaders cannot analyse incidents to check trends and decide what actions to take in the future. It is unclear from records how well the incidents are followed up to ensure they are not repeated.
- The measures leaders have taken to improve attendance have had some positive impact, but attendance is still below average.
- There have been a number of fixed-term exclusions in the current year, but the rate is declining.
- When teachers' expectations are high, and the learning is engaging and set at the right level of difficulty, pupils respond well, show positive attitudes to learning and so make good progress.
- Most pupils behave well around the school and in the playground. They are polite and take pride in looking after each other and visitors. They are quick to open doors and engage in conversations with adults. The school's motto, 'Eyrescroft Cares', encourages pupils to respect and care for others. Some pupils are proud to have positions of responsibility, such as serving on the school council, which also contributes to pupils' understanding of democratic processes and accountability.

### **Safety**

- The school's work to keep pupils safe and secure requires improvement. A number of parents and pupils expressed concerns about bullying. The number of reported incidents of bullying, particularly of racist name-calling, has increased in the current year, although leaders believe that this is because the school has been more effective in encouraging pupils to talk to an adult when they have been the victims of name-calling.
- Pupils showed a lack of awareness of different types of bullying. Few were aware of the risks of cyber-bullying, and some did not regard name-calling, including the use of homophobic language, as a form of bullying.
- Pupils are otherwise safe in school, and most say that they feel safe. They believe, correctly, that the adults will help them if they have any concerns.
- The school requests that parents contact the school to report any absence, and it makes immediate contact with parents if a child does not arrive at school.
- The school has effective policies to safeguard children at risk of harm, and works well with other agencies

to protect them.

- The school site is secure, and leaders ensure that all safeguarding requirements are being met.

### **The quality of teaching**

### **is inadequate**

- Since the last inspection, inadequate teaching has led to inadequate achievement in Key Stages 1 and 2. Teachers' expectations of pupils have been too low. Leaders have not effectively tackled these weaknesses.
- Teachers do not plan appropriate work, either to build on pupils' previous learning or to make up for any gaps that remain in their understanding. Sometimes, the work is undemanding and pupils carry out repetitive tasks that do not extend their learning. However, teachers have recently begun to set more challenging targets, particularly in Year 6.
- Staffing has been unstable over a lengthy period. The lack of continuity in leadership has meant that teachers new to the school have not been supported enough in eradicating pupils' underachievement.
- Teaching does not improve pupils' basic skills sufficiently. For example, pupils practise calculation methods but have few opportunities to use these skills to solve problems or carry out investigations. Teachers do not have effective systems for measuring pupils' capabilities in reading, or for using this information to develop their reading skills effectively through work in other topics.
- Disadvantaged pupils are not catered for well enough. Teachers do not identify precisely what support they need in order to close gaps in their knowledge and understanding.
- Too often, teachers set tasks that do not take sufficient account of the range of abilities within the class. In particular, they do not offer enough challenge to the most-able pupils.
- The marking of pupils' work is often ineffective. While some guidance by teachers is helpful to pupils, in many cases it does not show them clearly how to make improvements to their work. Also, teachers do not always check that pupils respond to the feedback and make the necessary corrections to their work.
- Teaching assistants provide competent support for pupils who need additional help. They use questions and explanations well to keep pupils interested in the work and clarify their understanding.
- In the early years, good teaching ensures that children achieve well. Varied and interesting learning activities enable children to make good progress and be ready for work in Year 1.

### **The achievement of pupils**

### **is inadequate**

- Pupils' achievement is inadequate in Key Stages 1 and 2. In 2014, standards at the end of Key Stage 1 were below average, and they were well below the national average at the end of Key Stage 2. The progress the Year 6 pupils had made during Key Stage 2 was well below average in reading and mathematics. In writing, it was in line with the national average, and this was the only measure by which the school met the government's floor standards.
- Standards in reading, writing and mathematics have been below average for several years, and they have been steadily declining. In the Year 1 phonics screening check in 2014, a much lower proportion of pupils than the national average reached the level expected for their age.
- The most-able pupils make inadequate progress and not enough reach the high standards they should.
- Disadvantaged pupils make inadequate progress, often slower than their classmates. The school does not identify their abilities or act upon this information effectively enough to enable them to achieve well. By

the time they left Year 6 in 2014, they were two and a half terms behind pupils nationally in writing, three and half terms behind them in reading, and four terms behind in mathematics. As compared to their classmates, they were two and a half terms behind in mathematics, half a term behind in reading, and at the same level in writing.

- Disabled pupils and those who have special educational needs do not make adequate progress because the work planned for them often does not cater for their specific learning needs. Support for pupils who speak English as an additional language is more appropriate and so these pupils generally make the progress they should.
- Rates of progress are higher when teachers have good subject knowledge and set high expectations. In the early years and Year 6, for example, pupils are making better progress because of improved teaching that caters more effectively for different ability groups. However, this is not the case in all year groups, and progress is rarely rapid enough to make up for previous underachievement.

### **The early years provision** is good

- Teaching in the early years is consistently good. Children enjoy a wide range of carefully planned learning activities, both inside and outside the classroom. These focus particularly well on language, which the early years leader has correctly identified as the weakest aspect of children's development when they first arrive. As a result of good teaching, most children leave the early years with a good level of development. They are well prepared for Year 1.
- To develop the children's confidence and self-esteem, adults often encourage children to make their own decisions about what they want to learn. With a wide range of resources and equipment, children have plenty of opportunities to be creative and to take on new challenges. They behave well and get on well with each other. They quickly learn to cooperate, share and take turns.
- Relationships between adults and children are good. The leader deploys staff skilfully so that they check effectively on the children's learning. They skilfully ask questions and set challenges to promote children's understanding, skills and self-confidence.
- Staff maintain accurate records of children's achievements. They use these to plan activities in line with children's different abilities. Staff share these records with parents, and encourage parents to be actively involved in their children's learning. The leader maintains effective relationships with local pre-schools to ensure that children settle in quickly and make a good start in school.
- Staff establish orderly routines and they make sure that children quickly understand them. The early years leader ensures that adults provide a good level of care, guidance and support to children. Effective procedures to keep children safe at all times mean that they feel secure and are ready to learn.
- Provision in the early years is not outstanding because the most-able children are not given enough opportunities to extend their knowledge and skills.

## 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> | 110767       |
| <b>Local authority</b>         | Peterborough |
| <b>Inspection number</b>       | 456030       |

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

|  |                      |
|--|----------------------|
| <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> | 386                  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Tim Howley           |
| <b>Headteacher</b>                         | Fiona Perkins        |
| <b>Date of previous school inspection</b>  | 9 February 2012      |
| <b>Telephone number</b>                    | 01733 262190         |
| <b>Fax number</b>                          | Not applicable       |
| <b>Email address</b>                       | office@epemail.co.uk |

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