

Inspection of Petersfield CofE Aided Primary School

Hurdleditch Road, Orwell, Royston, Hertfordshire SG8 5QG

Inspection dates: 4–5 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils and staff live by the school's motto of 'together everyone achieves more'. Pupils talk positively about their experiences. They enjoy being members of this school.

Staff expect pupils to behave well at all times. Pupils work hard and respond quickly to teachers' requests. Most are keen to learn. They are proud of their achievements and enjoy the topics they study. Pupils achieve well in most subjects.

Pupils show respect to one another and to staff. They get on well with each other at break and lunchtimes. Bullying is rare, and pupils know what to do if they have concerns. Pupils are confident that teachers will deal with problems immediately. In the early years, children get off to a good start and adjust quickly to their new routines.

Staff are kind and reassuring. They know pupils and pupils' families well. Relationships are very strong. Staff care deeply and are vigilant about all aspects of pupils' safety.

Pupils have many opportunities to take part in, and benefit from, a range of activities and exciting educational trips. These include, for example, going to London to be part of the biggest choir in the world.

What does the school do well and what does it need to do better?

Leaders have addressed the areas for improvement identified at the previous inspection effectively. Teachers and teaching assistants have benefited from significant training to improve their approaches to teaching and to curriculum planning. Subject leaders carry out their roles effectively. They monitor standards closely and support other staff to help them improve. Leaders have equipped teachers with the expertise they need to teach well.

There is now a more consistent approach to teachers supporting pupils with their learning. Teachers know what they expect pupils to achieve. Leaders have skilfully sequenced what pupils will learn through most parts of the curriculum. Teachers revisit topics to expand and deepen pupils' understanding. Pupils' work is usually of a high quality.

While most parts of the curriculum are well designed, some aspects of the curriculum have not been planned as well as most.

There is a clear understanding of what children need to learn through the early years. This part of the school provides a secure foundation that prepares children well for the next stage of their education. Leaders' training makes sure that, for

example, all staff teach phonics the same way. This ensures that pupils become confident and fluent in their reading through practice and reading for meaning.

Leaders identify pupils' special educational needs and/or disabilities effectively. Leaders employ a range of strategies, such as accessing the services of a paediatrician, to support pupils. As a result, pupils' needs are met. They benefit from the same high-quality education as other pupils.

Leaders use extra-curricular activities to support pupils' personal development well. Exciting trips and visits bring the curriculum to life and expand pupils' understanding and life experiences. Leaders encourage pupils to be more ambitious through, for example, the annual Careers Week. This gives pupils a better understanding of possible employment paths. It broadens their horizons and raises their aspirations.

The programmes for religious education and personal, social and health education deepen pupils' knowledge of, and respect for, people of different backgrounds and faiths. Pupils' understanding of fundamental British values, such as democracy, is developed from the early years. Children are able, for instance, to vote on the order in which tasks will be carried out, and for their favourite storybook.

Leaders work well with families. They coach parents and carers on how to support their children and guide families to other agencies that might be of help. Leaders also work with families to deal with instances where pupils are late or have high levels of absence. This has improved pupils' attendance, well-being and outcomes. However, rates of attendance remain lower than they should be.

Governors care for the staff and pupils. Senior leaders and governors are mindful of teachers' workload. Staff say they enjoy working at the school. The school makes effective use of a wide range of support from other local schools and the local authority.

Safeguarding

The arrangements for safeguarding are effective.

Governors ensure that adults working with pupils are suitable to do so. Staff are suitably trained and know what to do if they have concerns about pupils' welfare. Child protection records are detailed. Leaders act promptly to address any issues that arise and to follow up any referrals to external agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum plans do not show well how different aspects of learning build on one another. As a result, pupils' understanding of some topics is not as secure

as it should be. Leaders should ensure that the full curriculum is planned equally well.

- Pupils' attendance is lower than it should be. This limits some pupils' achievements. Leaders should make sure that levels of attendance continue to rise to at least in line with the national average, by further supporting parents to ensure that their children attend the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110836
Local authority	Cambridgeshire
Inspection number	10121352
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	The governing body
Chair of governing body	Linda Meredith
Headteacher	Laura Penrose and Karen Gwynn (joint)
Website	www.petersfield.cambs.sch.uk
Date of previous inspection	26–27 September 2017, under section 8 of the Education Act 2005

Information about this school

- This a smaller-than-average-sized school where children are taught in mixed age classes.
- The role of headteacher is shared.
- Most pupils are of a White British heritage.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteachers, other leaders, and groups of teachers and pupils. We also met with six members of the local governing body, one of whom was the chair.
- One inspector had a telephone conversation with a representative of the local authority.
- We examined a range of documentation relating to child protection and spoke with several staff and pupils to gain a clear understanding of the culture of safeguarding.

- We did deep dives in early reading, writing, mathematics and history. This involved discussions with subject leaders, visiting lessons, talking with pupils and teachers and examining work in pupils' books and on display around the school. We also reviewed relevant documentation. Most of these activities took place alongside school leaders.
- We examined school documents, including policies and records relating to behaviour, attendance, health and safety, and the curriculum. We also checked the school's website.
- On the second day, as lead inspector, I undertook further discussions with school staff, reviewed art and design, and undertook additional visits to lessons.
- I considered 32 responses to Ofsted's online questionnaire Parent View, eight letters from parents of pupils at the school, 16 responses to Ofsted's staff questionnaire and 46 responses to Ofsted's pupil surveys.

Inspection team

Ahson Mohammed, lead inspector	Ofsted Inspector
David Turner	Ofsted Inspector

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