

Inspection of Peakirk-Cum-Glinton CofE Primary School

Rectory Lane, Peterborough PE6 7LR

Inspection dates: 24 and 25 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

This is a small school with a big heart. Staff have created a kind, caring and compassionate ethos. Pupils say they feel happy and safe. Pupils' welfare is at the forefront of everyone's minds. Pupils play together and work well with each other in lessons.

Pupils learn to read well. The teaching of reading is a strength. In some other subjects, learning is not so well planned. Pupils are not always able to build on what they have learned before. As a result, pupils do not learn as well as they should across the full range of subjects.

Pupils behave responsibly. They are respectful towards adults and each other. Pupils understand what bullying is. They say that any bullying is dealt with quickly. Older pupils look out for younger pupils and help to keep them safe.

Leaders prioritise developing pupils' character. Teachers instil strong values such as kindness and compassion, which pupils know and understand well. Pupils can take part in a range of clubs and other activities. They have opportunities to lead charity work and to help younger pupils.

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

Leaders prioritise the teaching of reading. Children learn to read as soon as they start school. Children in the early years quickly begin to identify letters and sounds. They can blend them to read words and sentences. Teachers' planning ensures that pupils' reading gets better over time. Books are matched to the sounds they know. In Years 2 and 3, pupils read familiar books with fluency. Pupils and children read often at school and at home. They are enthusiastic about reading. They can talk about stories they have read. Teachers help those children who have fallen behind. They are given support to catch up.

In the early years, children are attentive and settled. Teachers have a good understanding of children's needs. Children have opportunities to explore and play. They learn about themselves and the world around them. The outside learning areas are not as well equipped as those inside. Sometimes learning is not always planned as well in the early years and in other subject areas. Teachers do not always identify clearly what knowledge they want pupils to learn. Teachers do not always sequence learning to build on knowledge pupils already know. Leaders are helping teachers to plan better. The most effective teaching helps pupils practise what they have learned before. Most teachers show children very clearly what to do and how to do it. They also spot mistakes in learning and help children to improve. Leaders must now ensure that there are systems to measure how children are learning over time.

Pupils are polite, kind and caring. They listen to their teachers and to each other. They take turns when playing. Instances of less positive behaviour are rare. Sometimes teachers need to ensure pupils are listening when adults are speaking.

Leaders prioritise pupils' personal development. All pupils can take part in a range of extra-curricular activities. They can play sports, be creative and raise money for charity. They have been given opportunities to lead. Pupils learn about healthy relationships and online safety. They take daily exercise and the school provides nutritious food. People from other world religions have visited the school.

Pupils with special educational needs and/or disabilities (SEND) have access to the full curriculum. Some SEND provision is strong. Pupils appreciate how their teachers help them to learn. Provision for some pupils with SEND is not as effective. Some pupils need more precise help, especially from support staff. This will enable them to learn more independently.

Leaders have worked well with the local authority to improve the school. Leaders know there is more to do. They know how they want to move the school forward. Staff feel supported and are given the training they need. There have been recent changes to the governing body. Governors understand the school's context and needs. They know how to ensure that leaders and teachers keep children safe. They are less aware of some areas of school life. They do not know the reasons behind some decisions made by leaders, such as when a child leaves the school. They need to hold leaders more firmly to account and ensure that leaders' actions bring about the improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that children are kept safe and are well cared for. All staff know how to identify any safeguarding concerns. They report issues quickly. Leaders promptly investigate and provide pupils with the help they need. Leaders involve external safeguarding partners appropriately when needed.

Leaders carry out the required checks on all adults working in the school. The school ensures safe recruitment of all staff. Leaders teach pupils to identify risks and potential dangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum planning is inconsistent across the school. In some subjects, there is not a clear rationale for the choice of curriculum content nor is this knowledge always well sequenced to ensure that pupils build knowledge. Leaders must ensure that teachers are supported to plan to enable all pupils to learn well over time.
- Summative assessment is less developed. As a result of this, teachers are not so aware of how well pupils are learning over time. Curriculum leaders must ensure

there are reliable assessment processes which enable teachers to ascertain how pupils are building knowledge.

- There are some inconsistencies in the implementation of appropriate strategies for pupils with SEND, particularly in the use of learning support assistants. As a result of this, some pupils with SEND are not learning consistently well or becoming more independent. Leaders need to ensure that all staff have a clear understanding of the needs of pupils with SEND and that they adapt learning/activities consistently to ensure that pupils with SEND achieve well.
- Those responsible for governance have responded swiftly to help support improvement in the school. However, they are not always aware of all school systems. They must continue to hold the leadership team to account.

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 information from Ofsted Parent View 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	110851
Local authority	Peterborough
Inspection number	10208873
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	204
Appropriate authority	The governing body
Chair of governing body	Vince Quarizzo
Headteacher	Craig Kendall
Website	www.pcgprimaryschool.co.uk
Date of previous inspection	1 March 2016, under section 8 of the Education Act 2005

Information about this school

- The school is a smaller than average-sized primary school.
- The majority of the pupils are of White British heritage.
- The proportion of pupils with SEND is below average. However, the proportion of pupils with an education, health and care plan is above average.
- The proportion of pupils who are eligible for pupil premium funding is below average.
- The school does not make use of alternative provision.

Information about this inspection

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

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- Inspectors met with the headteacher, senior leaders, support staff and newly qualified teachers, members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives into reading, mathematics, science and history. This included discussions with subject leaders, visits to lessons, meetings with staff and pupils and scrutiny of pupils' work.
- Inspectors scrutinised the school's single central record and met with the designated leader for safeguarding.
- Inspectors considered 82 responses to Ofsted's pupil survey, 30 responses to Ofsted's staff survey, 73 responses to Ofsted's questionnaire, Ofsted Parent View, and 46 free-text responses from parents.

Inspection team

Adam Cooke, lead inspector

Her Majesty's Inspector

Steve Mellors

Her Majesty's Inspector

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