

Inspection of Eyrescroft Primary School

Eyrescroft, Bretton, Peterborough, Cambridgeshire PE3 8EZ

Inspection dates: 4 and 5 May 2022

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?

Eyrescroft Primary School is a welcoming place. Pupils enjoy being part of this nurturing school community. They feel well supported by staff and care about each other.

Relationships at the school are positive. Pupils understand and appreciate the differences that make each of them unique. Pupils told inspectors that: 'People here treat each other with respect. We are different but that does not mean we have to be treated in a different way.'

Pupils benefit from staff having high expectations of what they can achieve. The curriculum content helps pupils to learn what they need to ensure they are well prepared for the next stages of their education. Pupils are keen to learn and usually concentrate on their work in class.

Pupils learn from the example set by staff and the types of behaviours they model. Pupils are cooperative and supportive of each other. They are polite to adults. Pupils are well behaved around school, including at playtime and lunchtime.

Pupils feel confident about going to staff if any bullying happens. They said that this is because staff would make sure that any 'bullying would be sorted out'. This ensures pupils feel happy and safe at school.

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

Leaders have built an ambitious curriculum that starts in the early years. They have identified what will be most useful in ensuring that pupils have a strong start to their education.

In early years, children enjoy adult-led sessions as well as time for independent exploration. For example, where staff have linked the role play area to the current topic, children were keen to engage in the activity and use what they have learned well. Children leave early years well prepared for Year 1.

Leaders have worked hard to think about what needs to be taught and why by the end of Year 6. They have identified the main content and vocabulary they want pupils to learn in every subject. These ideas are carefully ordered so that pupils have the opportunity to return to practise and apply knowledge. It successfully builds up pupils' understanding over time.

Leaders have improved the curriculum from early years to Year 6 so that it meets the needs of all pupils. Occasionally, teachers do not use curriculum plans for some subjects well. When this is the case, they do not plan the teaching of key concepts in small enough steps for the pupils. This results in some pupils finding it difficult to complete activities or remember important ideas. Leaders have identified this as a

next step in the development of the curriculum, but their work to address it has not yet begun.

Leaders are ambitious about reading. They aim for all pupils to be fluent readers by the time they leave the school. Reading is well planned and resourced. Younger pupils have daily phonics sessions. Older children regularly practice their comprehension skills, such as inference. Priority has been given to buying high-quality 'reading for pleasure' texts as well as phonically decodable books. This ensures that pupils have reading books that are well suited to their needs. Teachers use assessment to identify what the pupils know and probe their understanding. This helps teachers to know which pupils need extra help. Pupils become confident, fluent readers as they move through the school.

Pupils behave well around school. They engage in their lessons, and learning is rarely interrupted by low-level disruption. When it does occur, it is because appropriate learning routines are not established or maintained by teachers.

Leaders ensure that the curriculum promotes pupils' spiritual, moral, social and cultural development. They study topics ranging from different types of relationships to keeping safe online. Pupils enjoy learning about the diverse communities in the United Kingdom and in other parts of the world. They confidently and maturely discuss the topics that they have studied. The school also offers a broad range of activities to help pupils build their independence and confidence. For example, Year 4 pupils told inspectors how much they enjoyed and learned at a recent residential trip.

Leaders provide effective support for pupils with SEND. There are clear processes for identifying need and working with external agencies to put in place suitable support. Teachers provide pupils with extra teaching or resources to help them to enjoy their lessons. They successfully access the same curriculum as others.

Governance is strong. Trustees accurately identify the different challenges facing the school. Teachers appreciate leaders and trustees making their professional development a priority.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in school. Staff know how to spot whether a pupil is at risk of harm, and they confidently report any concerns. Leaders are quick to follow up staff concerns about pupils. The school works closely with external agencies to ensure that pupils receive any extra support they need. Leaders ensure that appropriate checks occur before an adult works at the school.

Pupils say that they feel safe at school. They are taught how to keep themselves safe. This includes internet safety as well as safety in other situations, such as around fire or medicines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers provide instructions or explanations that are unclear. When this happens, pupils find it difficult to complete activities and retain the important information they should know. Leaders must monitor and train teachers to implement curriculum plans as intended.
- Occasionally, staff do not establish or maintain appropriate learning routines in class. This results in instances when pupils do not listen or follow instructions, and then they find it difficult to complete activities successfully. Leaders must ensure that all staff know how to set clear routines and manage pupils' behaviour well to ensure pupils achieve their best.

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	142397
Local authority	Peterborough
Inspection number	10227318
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	Board of trustees
Chair	Dr Caroline Whalley CBE
Executive Headteacher	Sue Lane
Head of School	Sophie Dines
Website	www.eyrescroft.peterborough.sch.uk
Dates of previous inspection	3 and 4 July 2018, under section 5 of the Education Act 2005

Information about this school

- The current executive headteacher took up post in April 2020.
- The school uses one registered alternative provider.
- There is a breakfast club run by the school.

Information about this inspection

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

- This was the first routine inspection the school received since the pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- Inspectors met with senior leaders, subject leaders, the special educational needs coordinator and other members of staff. They also met with those responsible for

governance, including the chief executive officer of the Elliot Foundation Academies Trust.

- Inspectors carried out deep dives in reading, mathematics, science and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at a sample of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- Inspectors scrutinised other curriculum plans, including personal, social, health and economic education, for which some lessons were visited and a discussion held with the subject leader.
- The lead inspector met with the designated safeguarding leader to review a range of documents, including the school's single central record and the school's log of safeguarding incidents. Inspectors also spoke to staff about how they keep pupils safe.
- Inspectors scrutinised a range of other documentation, including records of pupils' behaviour and leaders' evaluation of the school.
- To gather parents' views, inspectors took account of the six responses, including two free-text responses, to the survey, Ofsted Parent View, and an inspector spoke with parents at the end of a school day.
- Inspectors spoke with groups of pupils about learning in lessons and their experiences of school life. Inspectors also observed pupils' behaviour at playtime, lunchtime and as they moved around the school.

Inspection team

James Adkins, lead inspector

Ofsted Inspector

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