

# Inspection of Earith Primary School

School Road, Earith, Huntingdon PE28 3QB

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Inspection dates: 7 and 8 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

The pupils at Earith Primary School are part of a 'friendly family' who embody the school's five 'R's: ready, resilient, resourceful, reflective and responsible. They talk proudly about their work. They recognise that making mistakes is part of learning.

Most pupils are keen readers. They thoroughly enjoy it when teachers read aloud to them. Their teachers select books which fire up their imagination. However, some older pupils do not feel as inspired by the books they access to read independently.

Pupils benefit greatly from staff making the school a kind, caring and safe place to be. Pupils value difference and treat each other as they would want to be treated. If there is an issue, pupils know staff deal with it well. Pupils like how staff help those involved to think about what they have done and how to behave better next time.

Pupils like the wider opportunities at their school. They know they are fortunate to learn how to swim in their own school pool. They say that learning to swim helps to keep them safe. Pupils also like how the daily run improves their fitness and prepares them for their learning.

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

The curriculum in place is suitably broad and mostly well thought through. In many subjects, leaders' clarity in curriculum thinking guides teachers well. They know how to build on what pupils already know. For example, how pupils in key stage 1 learn to use atlases and read maps prepares them well for using topographical maps in key stage 2. However, in a few subjects, curriculum plans lack specific detail. Where this is the case, teachers are not as well supported to plan clear lessons that ensure pupils build upon their prior learning. Pupils' knowledge of these subjects could be stronger.

Leaders prioritise reading. They recently introduced a new phonics programme to strengthen provision. Staff teaching it have received training and helpful resources. Most pupils learn to read accurately. The new books help them practise reading sounds they know in words to develop their fluency. A few pupils in key stage 2 have not learned to read well. Some staff do not have a strong understanding of how to help these pupils catch up quickly with their reading. As a result, there are a few pupils who continue to struggle to read.

Leaders have revised their curriculum in the early years. Teachers have thought out the goals that children need to reach by the end of Reception. Staff assess children carefully. They use the information they find out to carefully plan activities. For example, children access resources to develop their large- and small-muscle skills. These activities help prepare them for writing with clear letter formation.

Assessment works well throughout the school. Teachers question pupils well in class to check they can complete activities. Pupils enjoy the chance to revisit and recall

their learning. Quizzes and termly tests help teachers establish what pupils have remembered. Teachers use these assessments to plan future lessons to address any identified gaps in pupils' knowledge.

Pupils' personal development is catered for well. The school offers a range of activities for pupils, including clubs, trips and visitors. Those pupils with special responsibilities effect change. Pupils in the 'eco council' make sure there is no litter around the school to protect wildlife. All pupils understand how and why it is important to look after the environment and themselves. They know that exercise can help to keep them healthy. Pupils learn about the values we have in Britain, referring to displays to remind them. For example, pupils can explain how the rule of law helps them and others keep safe.

How leaders oversee behaviour and attendance works well. Behaviour at the school is calm and courteous. Staff work kindly with pupils who need extra help so that they can take part in lessons and learn. Pupils are enthusiastic and positive about learning and school. Staff engage well with parents and external agencies to address issues with attendance quickly.

The school is led well. Leaders built a team with a clear vision for the school where all want pupils to be the best they can be. Leaders and staff work well together to achieve this. They have support from the governing body and the trust. For example, staff worked collaboratively with teachers from other trust schools to help develop the early years and provision for pupils with special educational needs and/or disabilities. Governors challenge school leaders well to ensure the ongoing development of the curriculum is on offer to all.

## **Safeguarding**

The arrangements for safeguarding are effective.

Due to their training, staff notice pupils who need help and take action to keep them safe. Governors work with leaders to make sure this happens.

Staff check that pupils who are not in school when they should be are safe. Appropriate checks make sure staff are safe to work with pupils.

The curriculum helps pupils learn how to keep themselves safe, including when online.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, curriculum plans lack detail about what teachers need to teach. Teachers find it harder to determine the exact knowledge pupils need to know and how best to teach it. This shows itself in some pupils having weaker recall in these subjects. Leaders must put in place clearer curriculum plans and training

that ensure teachers teach all subjects confidently, supporting pupils well to acquire the knowledge they need to know.

- A small number of pupils from Year 2 onwards have not benefited from a systematic approach to the teaching of phonics. These pupils struggle to read fluently, and staff teaching them may not have received training in the newly introduced phonics programme. Leaders must ensure all staff are trained to teach early reading well, affording these pupils the same high-quality support provided to those pupils in the early years and key stage 1 so they may access the same high-quality texts provided to their peers.

## 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

<b>Unique reference number</b>	145401
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10227592
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Douglas Dool
<b>Headteacher</b>	Thomas Abbs
<b>Website</b>	<a href="http://www.earith.cambs.sch.uk">www.earith.cambs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Active Learning Trust Limited, having joined the trust in January 2018.
- The school does not currently use any alternative provision.

## 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 COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with leaders, including the headteacher, several governors and representatives working for the trust.
- Inspectors carried out deep dives in reading, mathematics, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and looked at a sample of pupils' work. An inspector also listened to a sample of pupils read to a familiar adult.

- Inspectors considered a range of school documents and spoke to leaders about the curriculum in some other subjects.
- To check the effectiveness of safeguarding, inspectors looked at the school's single central record of pre-employment checks. They met with leaders to review the school's procedures for reporting, recording and following up on safeguarding concerns. Inspectors also spoke with staff and pupils.
- Inspectors reviewed 20 responses to Ofsted Parent View, the online parent survey, including 17 free-text comments. Inspectors also spoke with parents at the start of the school day.
- Inspectors considered the 17 responses from the pupil survey, and feedback received through the staff survey from 10 members of staff.

### **Inspection team**

Jane Dooley, lead inspector

Ofsted Inspector

Nick Southgate

Ofsted Inspector

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