

Inspection of Fourfields Community Primary School

Bentley Avenue, Yaxley, Peterborough, Cambridgeshire PE7 3ZT

Inspection dates: 12 and 13 March 2024

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

What is it like to attend this school?

The pupils and their families are at the heart of this highly inclusive school. Everyone is a valued part of the 'Fourfields Family'. Pupils enjoy the chance to 'shine' in a variety of ways.

Pupils find joy in learning. Staff manage behaviour in a consistent way. Pupils know these expectations. They behave well. Learning proceeds without disruption at this school.

Pupils' social and emotional needs are met in a variety of ways. Where pupils need bespoke support, they receive this. This means all pupils, including those with special educational needs and/or disabilities (SEND), feel a valued part of this strong school community.

Playtimes are a hive of activity for pupils. They enjoy playing together. Pupils access a wide range of carefully planned activities. Pupils perform on their own stage. Others choose to create dens in the rich outdoor environment. These activities support children to gain confidence and take risk in their play.

Pupils access a rich range of wider opportunities. They develop leadership skills through different roles and responsibilities such as reading ambassadors. Residential trips offer pupils new experiences. All pupils have equal access to these. They develop confidence and independence from these opportunities.

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

Leaders go above and beyond for their pupils and the wider community. The school emerged as a real source of strength during the pandemic. It continues to offer extensive support to its pupils and their families. One parent commented: 'It is not just learning, it is a whole package and the teachers deeply care.' This accurately sums up the ethos at this school.

The school prioritises the reading curriculum. Pupils love to read. Trained staff teach early reading effectively. New sounds are taught clearly, and pupils learn these successfully. Pupils read books matched to their stage of reading. Staff check pupil progress regularly. When pupils fall behind, extra help is put in place immediately. As a result, pupils become fluent readers.

Pupils learn an equally effective curriculum across the other core subjects. For example, in mathematics, the school has worked hard to support pupils to explain their thinking. Pupils share their answers confidently due to a whole school approach used well in all classes.

Some curriculum subjects are at different stages of development. Where subjects are well established, pupils access a clear and progressive curriculum. In these cases, pupils' knowledge builds over time. In other subjects, there is more work to

do. For example, in history, leaders have recently reconsidered the knowledge pupils should learn. They are now putting this revised curriculum in place.

Leaders are working on the way in which they check how well pupils are achieving across the curriculum subjects. Currently, the effectiveness of teachers' checks on how well pupils are doing varies. On occasion, pupils' learning is not checked carefully. This means teachers do not always recognise where pupils need extra support. As a result, some pupils are making more progress than others.

Children make an excellent start in early years. Skilled staff have designed a strong curriculum. Children arrive at school ready to learn and know the clear expectations. Adults regularly check how well children are learning. They talk to children to develop their communication skills. Equally, they step back and allow children the chance to explore and learn in their own ways. As a result, children make exceptional progress in early years. They are well prepared for Year 1.

The school manages behaviour by talking carefully to pupils. Pupils are encouraged to think about their behaviour and learn from any mistakes. This is working well. Pupils behave well. All pupils understand the expectations at this school.

Provision for pupils with SEND is strong. Leaders have ensured there are detailed plans that carefully consider pupils' needs. Staff implement these plans successfully in the class. This means pupils with SEND can successfully access the full curriculum alongside their peers.

The school places a great importance on developing pupils so they are well prepared for adult life. Opportunities to contribute to the community are well considered and meaningful. Pupils learn about their diverse community and know the importance of respect and tolerance. They speak respectfully.

Staff are extremely proud to work at Fourfields. They appreciate the opportunities they have for their professional development. They enjoy the supportive close-knit team at this school.

Governors know the school well. They provide appropriate support and challenge to school leaders. This means school leaders are challenged to keep finding ways to further improve the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not assess pupils' learning in a consistent way across some subjects. This means teachers do not always recognise how well pupils are

learning the school curriculum. The school needs to develop an agreed assessment system that ensures pupils' progress is assessed accurately across all subjects. This will mean all pupils progress successfully through the school's planned curriculum.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110754
Local authority	Cambridgeshire
Inspection number	10287080
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	The governing body
Chair of governing body	Louise Evans
Headteacher	Sue Blyth
Website	www.fourfields.cambs.sch.uk
Date of previous inspection	9 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered provider of alternative provision.
- The school's special educational needs co-ordinator was absent from school at the time of inspection.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 of the school.
- Inspectors held meetings with the headteacher, assistant headteachers, subject leaders, staff, members of the governing body and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- Inspectors also considered curriculum documentation and spoke to pupils about their learning in science and religious education.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including behaviour logs, attendance records, pupil records, records of governor meetings, school development plans and school self-evaluation documents.
- The inspection team considered the views of parents through responses to Ofsted's Parent View. Inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as interviews and discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector	His Majesty's Inspector
Emma Breckenridge	Ofsted Inspector
Richard Fordham	Ofsted Inspector

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