



# John Clare Primary School

## Inspection Report

**Unique Reference Number** 110699  
**LEA** PETERBOROUGH CITY OF PETERBOROUGH LEA  
**Inspection number** 278491  
**Inspection dates** 28 February 2006 to 1 March 2006  
**Reporting inspector** Mr. John Francis LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	West Street
<b>School category</b>	Community		PE6 7DU
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01733 252332
<b>Number on roll</b>	103	<b>Fax number</b>	01733 253684
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Shirley Landrock-White
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Anne Hampson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 February 2006 - 1 March 2006	<b>Inspection number</b> 278491
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a smaller than average primary school. Most pupils are of White British background. A small number of pupils come from minority ethnic families, but no pupils are at the early stages of learning English. While attainment on entry is above average, the proportion of pupils who have learning difficulties and disabilities, and those who are eligible for free school meals are average. The number of pupils with a statement of special educational needs is almost three times the average. The school won achievement awards in 2002 and 2003.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The inspector and the school's self-evaluation recognise this as a good school. Aspects of its provision are outstanding as a result of the vigorous drive for improvement. The quality of education is good. Because of good teaching and provision pupils make good progress and by Year 2 and Year 6 standards are well above average. The efforts, not only to maintain, but improve on the high standards, and the improvements since the last inspection, shows a good capacity for further improvement. The creative curriculum makes good links between subjects and uses the skills pupils learn well in meaningful situations. The good provision for information and communication technology (ICT) is used well across the school but pupils in Key Stage 1 do not have all of the skills they need to gain the full benefit from this. Pupils' personal, and social and moral development is outstanding. The arrangements for pupils' care, guidance and support are good. Pupils feel safe, are confident in their work and are encouraged to achieve their best in all aspects of school life. There are good systems for setting targets for improvement and tracking these throughout the school. While pupils are aware of their targets, some are not written in a way that is easy for them to understand. Leadership and management are outstanding. The headteacher gives outstanding direction to the work of the school and a very strong lead to the staff. The monitoring of the school's performance is excellent and clearly aimed at providing the best education possible for the pupils. The governors have a high level of understanding about the strengths of the school and where improvements are needed. The school gives good value for money.

### **What the school should do to improve further**

- Ensure pupils' targets are written in a way, so they are clearer about what they need to do to improve. - Improve the keyboard skills of the pupils in Years 1 and 2 so they gain maximum benefit from all of their work in ICT.

## **Achievement and standards**

### **Grade: 2**

Standards are high and progress for most pupils is good throughout the school. Children enter into the Reception class with a good level of skills and throughout Reception, and Years 1 and 2 these are built on very well. As a result of this, standards by the end of Year 2 are well above average. High quality provision for the more able pupils in writing and mathematics meant that the proportion attaining Level 3 in the 2005 national tests was well above average, with girls making particularly good progress. This year, pupils continue to make good progress and the gap between boys' and girls' achievement has been narrowed. The high expectations continue as pupils move through the rest of the school. As a consequence, test results at Year 6 in 2005 were high in English and mathematics and exceptionally high in science. While more pupils attained Level 5 in the tests than seen nationally, they did not quite achieve the very challenging targets set by the school for English and mathematics. However, in science,

Level 5 results were close to twice the national average. Pupils with learning difficulties are very well supported and most achieve at least average standards.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding and is at the heart of the school's success. Pupils behave very well, show great enthusiasm and have excellent attitudes to school. They report few incidents of disagreement and where these happen effective systems ensure a quick and sensible resolution. As a consequence, they feel safe and appreciated and are keen to come to school. Attendance is consistently well above average. Pupils' social, moral and cultural development is outstanding. Their personal responsibility is reinforced regularly through, for example, the school assemblies. Pupils make a strong contribution to the school community, particularly through the school council. This has influenced many aspects of the school such as the move to healthy meals using locally sourced provisions. Pupils' support for the wider community is also seen in the very good links in and around the village and the wide range of charities for which they raise money, for example, through their 'business enterprise' weeks. Pupils have an extremely good understanding of healthy lifestyles. They enjoy physical activities, use the high quality equipment available in the playground exceptionally well and are actively involved in the wide range of extra-curricular sports and games on offer.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching and learning across the school is consistently good. The teaching seen was lively and well matched to pupils' needs. The setting of pupils by ability for some subjects results in very good provision, particularly for the highest attainers. Excellent mathematics teaching for gifted pupils in Year 6 is pushing standards well beyond what would normally be seen for this age. Across the school teachers motivate pupils to attain very high standards and have high expectations of their behaviour and application. This is achieved through the excellent relationships and the way teachers use praise and encouragement. As a result, pupils approach all their tasks with confidence and know that they are effective learners. Assessment is regular and systematic for all subjects and not just the core subjects of English, mathematics and science. Marking is generally very good but occasionally teachers do not identify gaps in pupils' understanding. Teachers plan in great detail and provide a wide range of opportunities for all pupils regardless of their ability. A strong sense of teamwork means that teachers support each other well. Good practice is shared and they are constantly striving to improve the quality of their teaching. The excellent leadership by the headteacher has contributed strongly to the school's ethos which promotes high quality learning.

## **Curriculum and other activities**

### **Grade: 2**

Pupils experience a broad range of interesting and increasingly creative, work and the themed weeks, for example, in art, music or history are very effective and popular with pupils. The curriculum is well organised for pupils with learning difficulties and disabilities and enables these pupils to achieve well and reach national standards in most subjects. Good use is made of the technology suite and ICT is planned as an integral part of day-to-day teaching and learning. However, the keyboard skills of many of the younger pupils are often too low for them to benefit from all this offers. The school has a very wide range of well attended activities outside lessons. Sport and creative activities figure heavily in this, which enhance pupils' learning. These activities encourage pupils to be active and healthy and develop a strong interest in music and the arts. Music is a particular strength of the provision.

## **Care, guidance and support**

### **Grade: 2**

The school takes the care and welfare of pupils very seriously and the systems in place are very good. Pupils say they feel safe and secure in school. They have excellent relationships with staff and know that they will be listened to if they are worried or are having problems. The school actively promotes pupils' personal development as well as their academic achievement. Pupils' targets in literacy and numeracy are geared to each pupil's particular stage of development and show them what they need to do to improve their work. However, while these are demanding, some are not written in a way that pupils can understand which reduces their effectiveness. Pupils with learning difficulties or disabilities are identified early and very good support is provided. Parents like the good systems in place for the school to share information with them about their children's progress.

## **Leadership and management**

### **Grade: 1**

Leadership and management, including governance, are outstanding. The headteacher gives excellent direction to the work of the school and has a clear understanding of the school's strengths and areas for further development. Parents report very positively about the improvements to the school over recent years. The headteacher has created a strong team approach in which all teachers carry out their management roles effectively. The commitment to continued improvement is seen through the excellent quality and rigor of the monitoring and the detailed analysis of data. The impact of this is seen, for example, in the high quality provision for gifted and talented pupils of all ages, the support for those who have learning needs, and the changes aimed at better meeting the learning needs of the boys. The detailed strategic development plan provides a clear focus on further improvement. The active involvement of the staff and governing body in the formulation of this plan ensures total commitment by all. Governors are highly supportive of the school. Through their monitoring they have

a very good understanding of the strengths and weaknesses of the school and pupils' achievement and provide challenge to the school. They have good systems to ensure that selection procedures for all staff are in place. Good financial management enables them to keep a close watch on spending and ensure that resources are used well.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for making me welcome in your school. I enjoyed meeting you and was pleased that you wanted to share your ideas and views about your school with me. What I liked about your school: - Your excellent manners and friendly attitudes made it a pleasure to visit your school. - You show that everyone in the school cares for each other. - Your behaviour is very good. In class you listen carefully to your teachers and do all that is asked of you. - You work very hard and reach high standards in almost all that you do. - Your teachers provide you with interesting work and you enjoy the many sporting and musical activities open to you outside of the school day. What I have asked the school to do now: - Make sure you understand and it is clear what you need to do for improvement. - Help you improve your keyboard skills so you can use computers more effectively in your work. I am sure that if you keep up your excellent attitudes to school and continue to enjoy all you do, your school will become even better.