



# Eyrescroft Primary School

## Inspection Report

**Unique Reference Number** 110767  
**LEA** PETERBOROUGH CITY OF LEA  
**Inspection number** 278508  
**Inspection dates** 22 September 2005 to 23 September 2005  
**Reporting inspector** Dr. Anna Coyle LI

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

|                                    |                    |                           |                |
|------------------------------------|--------------------|---------------------------|----------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Eyrescroft     |
| <b>School category</b>             | Community          |                           | PE3 8EZ        |
| <b>Age range of pupils</b>         | 5 to 12            |                           |                |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01733262190    |
| <b>Number on roll</b>              | 374                | <b>Fax number</b>         | 01733263164    |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr.R Calladine |
| <b>Date of previous inspection</b> | 17 January 2000    | <b>Headteacher</b>        | Mr. s Jenkins  |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by three additional inspectors

## Description of the school

This is a large primary school in Bretton, Peterborough. Most of the pupils are of White British descent. There are several pupils from different ethnic backgrounds and a few for whom English is their second language. The main languages spoken at home, other than English, are Polish and Lithuanian. The number of pupils eligible for free school meals is higher than the national average. The number of pupils with special educational needs is also high compared with the national picture; these pupils have a very wide range of learning needs, including specific, moderate or severe learning needs. Some have speech and communication difficulties, and hearing or visual impairment. A few have physical or autistic needs and several have social, emotional and behavioural needs.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is an effective school that provides good value for money. It has some outstanding features in leadership and teaching. The school has improved well since the last inspection and dealt with all of the key issues that were identified at that time. Pupils and parents say that the school is doing well. The inspectors agree with the school's view of itself as being good. Pupils achieve very well from a very low starting point on entry and reach the nationally expected standards in English, mathematics and science by the time they leave at the end of Year 6. They make good progress in learning in Years 1 to 6 because the teaching is so good overall and some of it is outstanding. Teachers provide plenty of exciting activities to help pupils learn and enjoy lessons. They make learning fun and have a great sense of humour which helps them to capture pupils' imaginations and inspire them. Teachers and the support staff in the Foundation Stage work well as a team. They provide plenty of interesting activities for the children. However, partly due to staff turnover, the provision is inadequate for these youngest children because the curriculum is not planned as well as it could be to make sure that they learn enough before they go on to Year 1. This means that they do not make as much progress in their first year at school as they do in other years. The school has accurately identified that it needs to develop its Foundation Stage and is already discussing ways of doing this through staff training and greater opportunities for linking up with other schools in the area. Leadership and management are good, with some outstanding features in the quality of leadership provided by the head teacher and the excellent sense of teamwork amongst the senior managers. Together, they have created a welcoming, friendly place in which everyone feels cared for and fully involved. Staff and pupils say that their views are considered and acted upon. The school is well placed to continue its development because the senior staff and governors make sure that the resources and finances are used well to benefit pupils' learning.

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

Focus on: -improving the curricular provision for the youngest children in the school and making sure that assessment information links in to help pinpoint what children need to learn next.

## **Achievement and standards**

### **Grade: 2**

Pupils in Year 6 reach the nationally expected standards in English, mathematics and science by the time they are eleven years old. They do better than pupils in similar schools in all three subjects, although the school knows that boys do not do as well as girls and is developing ways of improving the situation. Seven-year-olds in Year 2 do not reach the standards expected nationally in reading, writing and mathematics because they have a lot of catching up to do from the time they begin. Nevertheless, they make good progress. Despite being hampered by the high turnover of pupils in the upper junior classes, standards have been rising over the last few years because

the teachers have accurately identified aspects upon which to focus, such as writing, which is a whole-school project. This has led to good progress of the majority, including pupils with special educational needs and those for whom English is an additional language who do well because they are supported closely during lessons. Pupils make good progress and achieve very well in Years 1 to 6. Throughout the school, most enjoy learning. They work hard to achieve challenging targets that the teachers set and the most capable pupils do well, as a result. Children in the reception classes start school with weak literacy and numeracy skills, compared with most children of their age, and their personal, social and emotional skills are very limited. They learn satisfactorily how to listen to adults and follow instructions, but learning is too slow overall because the children need more exciting activities that are geared up to their age group and particular needs.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Most pupils behave well because staff have high expectations and use a good range of strategies which bring order to lessons. A few pupils need encouragement to maintain full concentration but most have good attitudes to school and their learning. They enjoy their successes and respond well to the praise given by staff who recognise their efforts. This helps to raise their self-esteem. Most pupils attend regularly and arrive on time. Pupils with learning difficulties and disabilities are well supported and enabled to play a full part in lessons. Pupils at the early stages of learning English as an additional language are encouraged to respond by the use of actions and staff demonstrating what they want them to do. This ensures their full participation. However, procedures to ensure that the youngest children in the reception year get used to school routines quickly, develop good personal and social skills and settle emotionally are inadequate because the planning of the curriculum is not good enough for them. Pupils in Years 1 to 6 respond well to the opportunities they have to act responsibly and get involved in improving the school. The school council has helped them to see that their views are taken seriously and they can make a difference. Older children are encouraged to look after the younger ones and act as 'buddies'. This helps to cement the very good relationships seen around the school. Pupils have a good understanding of how to stay safe and are encouraged to adopt a healthy lifestyle through regular exercise and eating a range of good food. Children also have a good understanding of events in the local community and enjoy being involved. Pupils become aware of their roles in the wider community through the personal, social, health education programme. Pupils' spiritual, moral, social and cultural development is good. The school has been particularly successful in the areas of moral and social education when pupils learn to respect others and different beliefs and values.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Overall, teaching and learning are good in Years 1 to 6. In good lessons, teachers provide pupils with a clear understanding of what they are expected to learn and they use a range of interesting resources and teaching methods to motivate learners. In Years 1 to 6 teachers have high expectations of work and behaviour. Most teachers know their pupils well and have established very positive relationships with them. As a result, pupils are eager to please their teachers and they work hard and make good progress. Teachers mark work on a regular basis and some teachers provide useful comments which help pupils know what they need to do in order to improve. The use of computers to motivate and engage pupils is well established. In an outstanding Year 2 lesson pupils used a computer program to help them develop their number skills. Pupils worked in pairs using a laptop computer; they solved problems together and worked at a good pace. The teacher's high expectations, very good classroom management skills and skilful questioning led to all pupils making excellent progress. In a brilliant Year 2 drama lesson the teacher's superb subject knowledge, excellent range of teaching strategies and dynamic relationships with pupils created a stimulating learning environment. Pupils made rapid progress throughout the lesson and there was a wonderful sense of joy in learning. Teaching and learning in the reception class are satisfactory overall. Some of it is good but too much is inadequate because teachers do not have a secure knowledge of the Foundation Stage curriculum or sufficient understanding as to how to adapt it to suit the needs of the children. Throughout the school learning support assistants and additional staff make a good contribution to pupils' learning. Pupils who need extra help with their learning are well supported by knowledgeable staff and, as a result, they make good progress.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory, overall. Pupils enjoy the interesting range of learning activities taught in Years 1 to 6. The Foundation Stage curriculum is inadequate, however, because it is not adapted suitably to meet the needs of the youngest children in the school. Not enough time is spent developing children's personal and social skills. Children take too long to get to know one another and to feel comfortable and secure with their new friends. As a result, the behaviour of some children is not acceptable because they are not settled emotionally or engaged in learning. Provision for pupils with learning difficulties is good. Their individual education plans are detailed and teachers and learning support assistants use them carefully to plan different learning activities to meet pupils' needs. Pupils who are at the early stages of speaking English receive good support to help them to be included in learning activities. The curriculum is made interesting through a good range of after-school and lunchtime activities to help pupils to be fit and healthy, including dance, football and skipping. Pupils also enjoy learning French and the recorder. The school has good links with the local

community. Local people visit the school to talk about various aspects of their work and pupils are involved in a range of community projects, such as the inter-school sports activities. The school has detailed plans to enhance pupils' learning by providing a more interesting range of creative activities to promote pupils' thinking skills. The school provides well-organised and well-maintained accommodation for pupils. Staff and pupils take pride in, and care for, their school. The attractive school grounds provide a safe, secure and stimulating environment for pupils who participate in a range of fun outdoor activities. This helps promote calm and trouble-free playtimes and lunchtimes.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support of pupils are good. Staff respond well to pupils who show a wide range of learning needs. Adults are sensitive and friendly, thereby creating an environment where children feel secure. The older pupils endorse this view by saying, School is like being at home, you feel safe and can speak freely. Staff are aware of the procedures for the protection of children and to ensure health and safety. They know the pupils and their families well and have a wide range of strategies to support their needs. Parents are pleased with the work of the school and feel that they are consulted and their views are valued. Pupils are supported well in their academic work through the individual comments from teachers and through specific additional provision for those who find their learning difficult. They are encouraged to work hard and are aware of what they should do to improve their skills, such as writing.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The head teacher provides an excellent lead to colleagues and gives outstanding commitment to the school, which benefits the pupils and parents. He and the three assistant head teachers work exceedingly well together to set a clear sense of direction for the school and promote a great sense of teamwork and shared good humour. A good balance of experienced and newly qualified teachers and learning support assistants means that pupils receive plenty of guidance in lessons to help them do well. The school has good systems for checking how well it is doing and identifying what it could do better. The views of all members of the school community are taken into consideration, including members of the hard-working 'Friends Association', although some parents are not as involved with the school as they might be. Staff work hard to ensure that pupils are treated equally and fairly and the good links with the local community have a good impact on pupils' personal development because it means they have plenty of opportunities to become involved in after-school activities. Governance is good and financial management is effective. Led very well by a committed chairperson, the governors have improved their roles over the last few years and now meet all statutory requirements. They work well with the senior managers to achieve good value for money. The school has dealt with the issues from the previous inspection successfully, by improving academic standards,

creating more opportunities for pupils' to use mathematical skills, and developing their independence and spiritual awareness. Its capacity to make further improvements is good.



## 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> |
|--|-----------------------|--------------|

### 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?  | 3   | NA |
| The quality and standards in foundation stage  | NA  | 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   | 4 | 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>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 3 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 3 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | 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> | 3 | 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>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   | 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  | 2   | 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   | NA  |
| <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**

Following our visit to inspect your school, we would like to thank you for making us so welcome and talking to us. We would like to tell you about some of the things we found out. We think you go to a good school where the teachers are kind and helpful. They work hard to prepare interesting lessons for you, so that you enjoy learning, and sometimes they say funny things in lessons that make you laugh. This makes learning fun and helps you to think carefully and do your best. Your hard work means that you make good progress and achieve the standards we expect you to reach in the tests you take at the end of Year 6 before leaving and going on to the senior school. Your teachers and the learning support assistants take good care of you and encourage you to take care of each other. We liked the way you helped each other during lessons and at playtimes. Some of the teaching at your school is outstanding and the head teacher is excellent. He works very hard with the three assistant head teachers, the rest of the staff and the governors to make sure that everything runs smoothly, so that you can learn in a happy, friendly place. We think that the school is a good place to learn, but the children in the reception classes need a better curriculum and some more exciting activities to help them settle quickly and make more progress.