



## Inspection Report

**Better  
education  
and care**

**Unique Reference Number** 110822  
**LEA** PETERBOROUGH CITY OF PETERBOROUGH LEA  
**Inspection number** 278526  
**Inspection dates** 29 September 2005 to 30 September 2005  
**Reporting inspector** Mr. Glynn Storer LI

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Oundle Road
<b>School category</b>	Voluntary controlled		PE2 7EA
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01733231313
<b>Number on roll</b>	406	<b>Fax number</b>	01733 230620
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Andrew Johnson
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Ms. Frances Knights

---

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 29 September 2005 - 30 September 2005	<b>Inspection number</b> 278526
-----------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by a team of three additional inspectors, with the support and co-operation of pupils, staff and governors of the school.

## Description of the school

This large primary school serves the communities of Orton Longueville and Orton Waterville, although almost a third of pupils come from further afield. About 90 % are from white British families. The others come from a range of minority ethnic groups, but almost all speak English as their main language. The proportion of pupils with learning difficulties, including those with Statements of Special Educational Need is about average for a school of this size. When children join the reception classes, their knowledge and skills are generally average for their age. During the last two years, the school has had to manage the impact of the illness and absence of senior members of staff. At the time of the inspection, five classes were being taught by newly qualified or temporary teachers.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

St Botolph's provides a good education for its pupils. By the time that pupils leave the school, standards in English, mathematics and science are high. Children make a good start in the reception classes and, because teaching and the curriculum are good, most make good progress throughout the school. Last year, however, some of the school's more able pupils in Years 1 and 2 did not attain the standards of which they were capable. It is a school in which every child matters and it provides well for their care and personal development. Most pupils are happy in school and are keen to do well. Overall standards of behaviour have improved and most teachers now deal effectively with misbehaviour, although some recently appointed staff still need support to develop this aspect of their work. The headteacher leads the school very well. Her leadership has been a key factor in ensuring that the school has continued to thrive during a difficult period in its development and that it justifiably enjoys the confidence of parents. The school knows itself quite well and rightly judges most of its current arrangements to be effective. However, it has already identified the need to strengthen monitoring as part of its drive to raise standards further and to bring greater consistency to teaching and learning across the school. The school has successfully tackled the issues from its last inspection, although the rate of improvement has been adversely affected by absence amongst senior staff. However, recent additions to the senior staff team and to the governing body leave the school well placed to improve further. The school gives good value for money.

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

- Ensure that the school's most able pupils achieve their full potential. - Strengthen monitoring in order to improve the consistency of teaching and learning throughout the school, especially in respect of teachers' management of pupils' behaviour and response in some classrooms.

## **Achievement and standards**

### **Grade: 2**

When children enter the reception classes most are attaining standards that are typical of the average four-year-old. They make good progress and attain above average standards when they transfer to Year 1. Pupils have regularly met the challenging targets that the school sets, and standards in English, mathematics and science have risen steadily in recent years. In 2004, standards at the end of Year 6 were significantly higher than those in schools nationally. Most pupils made good progress, so that a high proportion of pupils attained or exceeded the expected standards for their age. Unvalidated results from the 2005 national tests confirm the picture of good progress and consistently high standards. The case was very similar at the end of Year 2 until 2004, when seven-year-olds also attained standards that were significantly above the national average. However, in 2005, whilst almost all seven-year-olds attained the expected standards for their age, the number of pupils who attained the above average

standard fell considerably. Lower and average attaining pupils made good progress but there was a degree of underachievement on the part of the school's more able pupils. The school has already traced the cause of this apparent decline to a change in the curriculum and teaching methods in Years 1 and 2 and is taking suitable steps to redress the balance. Pupils with learning difficulties and disabilities make good progress, with the result that many attain the nationally expected standard, despite the difficulties that they face. There is no significant difference in the performance of boys and girls or in that of pupils from different social or ethnic backgrounds.

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

### **Grade: 2**

Pupils enjoy school and love their lessons. Attendance is high, despite a worrying increase in term-time holidays. Pupils' behaviour is generally good, although expectations vary and a few teachers do not insist on high enough standards of behaviour. There are many chances for pupils to develop as well-rounded individuals. For example, this was one of the first schools to work towards a Health Promoting School Award and adopting a healthy lifestyle becomes second nature for most pupils. Similarly, because the school has made good use of a recent visit by the Mayor to teach pupils about their local council and their responsibilities as citizens, pupils are learning to play a full part in community life. Furthermore, a beneficial link with the neighbouring secondary school is helping pupils to learn business and enterprise skills to benefit them in later life. Spiritual, moral, social and cultural education is good, because the school has a rich curriculum which really opens pupils' eyes to the world around them. They are sensitive to things of beauty and to the feelings of others. They act on a clear understanding of right and wrong and appreciate the richness and diversity of cultures other than their own.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils attain good standards because teaching and learning are good. Most teachers know their pupils well and relationships are good. They manage their classes effectively to sustain pupils' concentration. However, there are some inconsistencies in teachers' behaviour management, particularly in some classes in Years 3 and 4. As a result, pupils do not always achieve as well as they could. Teachers provide a good range of interesting activities that capture pupils' interest and attention. This results in an enthusiastic approach to learning. However, teachers do not always extend more able pupils enough for them to attain the standards of which they are capable. Where teachers have good subject knowledge - for example, in mathematics - they use it effectively to motivate pupils and help them to attain good standards. Most teachers mark pupils' work constructively in order to help them to improve. They use learning targets successfully to tell pupils what they need to do to make their work better. This approach contributes well to raising standards. Inspectors judge that teaching and

learning are better than the school's 'satisfactory' evaluation, which placed too much emphasis on recent staff changes and underestimated the potential of some newly appointed teachers.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It has improved since the last inspection, because it provides pupils with more creative and practical activities that make learning enjoyable. This approach provides a greater range of opportunities to enhance pupils' learning, although the school's own evaluation has shown that it might have limited the standards attained by more able Year 2 pupils. As a result, the school is taking action to balance creative and academic aspects so that pupils of all abilities have the opportunity to fulfil their potential. Learning activities, such as the 'fractions relay', are lively and interesting and pupils agree that 'lessons are fun!'. Effective links between subjects make learning relevant and reinforce basic skills. Teachers make good use of pupils' literacy, numeracy and information and communication technology (ICT) skills in a broad range of subjects. The school makes good use of visits to interesting places, such as Flag Fen, and of visitors, for example, pupils' grandparents, to extend pupils' learning. Extra-curricular activities are good, particularly in sports. These are well attended and enhance pupils' understanding of healthy living. Inspectors judge that the curriculum is better than the school's 'satisfactory' evaluation as the benefits of enrichment activities promote pupils' enthusiasm to learn and raise standards, especially at the end of Year 6.

## **Care, guidance and support**

### **Grade: 2**

This is a school with a friendly atmosphere, where pupils are happy and looked after well. Child protection procedures are clearly understood and all necessary systems are in place to protect those children who need extra care. Staff are not afraid to try new ideas, if they think it might help the pupils. For instance, there are gym sessions designed to improve the concentration of pupils who find it difficult to settle, and massage sessions where pupils practice techniques to promote relaxation, motivation, and teamwork and encourage trust in each other. Arrangements at lunchtimes are particularly good at keeping pupils happy and occupied. The appointment of a play leader, who organises a range of lunchtime activities, for example encouraging imaginative games in which youngsters dress as 'Thunderbirds' or princesses, is a good example of the school's thinking through what is needed and getting it right. Staff support pupils' personal and academic development well. Pupils are given good encouragement to work hard and achieve high levels. Older pupils fully understand their personal literacy and numeracy targets and know how they should be progressing throughout the year.

## Leadership and management

### Grade: 2

The headteacher provides very good leadership. She has successfully guided the school through an extremely challenging phase of its development during which staff turnover and absence have disrupted many of the school's plans. She receives effective support from senior staff and governors and, together, they have been instrumental in maintaining staff morale and continuing the drive to improve standards and quality. Current arrangements for school self-evaluation are satisfactory. The school goes to great lengths to consult governors, staff, pupils and parents and to reflect their views in its improvement planning. However, procedures for checking on aspects of the school's performance need to be strengthened. Too much monitoring is carried out informally and, at present, senior staff and governors are not sufficiently involved. Consequently, whilst self-evaluation is generally accurate, inspection evidence indicates that the school has underestimated some aspects of its performance. The school is committed to improving its performance and its record in this respect is good. Staff have successfully dealt with issues arising from its previous inspection, although there is still work to be done in order to secure consistently effective behaviour management in all classes. Furthermore the school has already identified and begun to work on some of the areas for development that emerge from this inspection. The strengthening of the management team, along with proposed improvements in governor monitoring, put the school in a good position to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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?	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>	2	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	2	NA
The extent to which learners adopt safe practices	2	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>	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>	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	3	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	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	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 welcoming us to your school and helping us to find out all about it. This letter is to tell you about the most important things that we saw during our visit. What the school does best - Most of you really enjoy school, work hard, play well together and join in the many interesting activities that teachers provide for you. - Your teachers help you to learn well and reach good standards in your work. - The adults in school take good care of you and help you to grow up as mature and responsible young people. - Ms Knights is a very good headteacher, who makes sure that you, your parents, the staff and governors all work together to make the school even better. What could be improved further - Your headteacher, staff and governors need to check more carefully in order to be sure that all lessons are taught as well as the best ones, so that you learn even more. - Teachers should make sure that the cleverest children do as well as everybody else. Please carry on working hard and enjoying all that your school offers to you.