



# Northborough Primary School

## Inspection Report

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**Unique Reference Number** 110700  
**Local Authority** CITY OF PETERBOROUGH  
**Inspection number** 288745  
**Inspection date** 27 February 2007  
**Reporting inspector** Patricia Cox

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

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<b>Type of school</b>	Primary	<b>School address</b>	Church Street
<b>School category</b>	Community		Northborough
<b>Age range of pupils</b>	4-11		Peterborough PE6 9BN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01733 252204
<b>Number on roll (school)</b>	191	<b>Fax number</b>	01733 253531
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr D G McLaren
		<b>Headteacher</b>	Mr P K Kemp
<b>Date of previous school inspection</b>	4 March 2002		

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## Introduction

The inspection was carried out by an Additional Inspector over one day.

## Description of the school

The pupils in this average sized primary school are almost all of White British origin and none have a first language other than English. A smaller proportion than average is entitled to free school meals, or has been identified as having learning difficulties and disabilities. There are no pupils with statements of special educational need. Attainment on entry to the Reception class is similar to national expectations, although there are some weaknesses in their language and strengths in mathematics and creative development. The number of pupils is falling because of changes to the local community. The headteacher is to retire in July and a new headteacher has recently been appointed.

## 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 a good school, where pupils thoroughly enjoy themselves because teachers make a considerable effort to make their work interesting and to match tasks carefully to their needs. Almost all parents are very pleased with what the school provides, particularly the 'range of activities, trips and interesting curriculum.' 'Northborough Primary School is an exciting place to learn,' said one. The school works very well with parents to support their children's progress. Most pupils take advantage of the wide range of activities and develop a sound appreciation of how to live healthily, although their lunchboxes do not always reflect this understanding. They behave well and sometimes exceptionally well, especially when the teaching they receive is vibrant and exciting. Relationships between pupils and with staff are very good. Members of the school council take their responsibilities extremely seriously, for example in their much-valued involvement in the recent interviews for the new headteacher. Pupils develop good personal skills: their spiritual, moral, social and cultural development is good. They become good learners, and confident, courteous and independent individuals, prepared well for their future education and lives.

The good leadership and management of the school ensures a clear focus on reaching and maintaining high standards and developing innovative methods to support the pupils in doing their best. The 'sensory integration' exercises, which calm pupils and increase their focus on learning, are proving to be effective with those who find it difficult to settle to their work. There is a good sense of teamwork in the school, which knows itself well. Governors are involved well in the life and work of the school. Subject coordinators are developing their leadership skills but do not yet take responsibility for standards in their subjects. The good methods to support teachers in improving their expertise have meant that teaching and the curriculum are good so that pupils achieve well, making good progress through the school. Their attainment at the end of both key stages has usually been above average, and sometimes exceptionally high, since 2001. Standards are presently above average at the end of Reception, Year 2 and Year 6. However, while standards in writing are high at the end of Year 2, they are lower than in other subjects at the end of Year 6. The school takes exceptionally good care of its pupils' emotional and physical well-being and they feel safe and secure. Systems for checking their academic progress are developing but at present they are laborious to complete and not as efficient as they could be. Nevertheless, they are used effectively to ensure that individual pupils make good progress and receive the support they require when necessary. There has been good improvement since the last inspection and the school is well poised to improve further. It gives good value for money.

### What the school should do to improve further

- Raise standards in writing in Key Stage 2 so that they are closer to those in reading.
- Work with subject coordinators to further improve their ability to take responsibility for standards in their subjects.
- Build on the work already done to make tracking and target-setting more efficient.

## **Achievement and standards**

### **Grade: 2**

All pupils, including those with learning difficulties and disabilities, make good progress. Children do well in the Foundation Stage, and standards are generally higher than expected by the time they enter Year 1. At the end of Year 2, pupils' attainment has normally been stronger in English than in mathematics, because teaching in Key Stage 1 has been particularly good in reading and writing. In 2006 standards were above average overall, and were exceptionally high in writing.

At the end of Year 6, pupils' attainment in 2006 was above average in mathematics and science but average in English, because standards in writing had fallen. The test results demonstrate that pupils had made satisfactory progress overall since they took the Year 2 tests, but had done better in mathematics and science than English. The school has taken appropriate action to rectify the situation, and the impact is evident in some of the thoughtful and interesting writing being produced by Years 5 and 6. However, while standards in most areas are above those expected in Years 2 and 6, writing in Key Stage 2 still lags behind. Displays around the school demonstrate high standards in art and design.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Their attendance is good and the school has been effective in reducing the number of holidays taken in term time, although this is still an issue. They know how to stay safe, through such systems as cycling proficiency lessons. They are prepared well for the risks they may face in later life through the good personal, social and health education (PSHE) programme. There is very little bullying and pupils know that it will be dealt with immediately, should it occur. Exclusions are rare. Pupils prepare well for handling money through, for example, running stalls at the Christmas and summer fairs. They work well in groups and teams because the school has a strong emphasis on developing this capacity. Pupils know that staff listen to them and take their views into account, and the school council is well involved in the work of the school. New members are elected each term, in order to give all pupils an opportunity, but this makes it difficult for them to see their longer-term initiatives through.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. At its best, teaching is lively and enthusiastic, drawing pupils closely into the lesson and involving them totally. There are very good relationships, with pupils. Teachers make good use of humour, and lessons have a very brisk pace. Teachers often use questions well to draw out understanding and encourage

thinking. They are increasingly encouraging pupils to ask perceptive questions as part of the school's particular focus on developing learning skills. Even those in Key Stage 1 understand that they need, for example, to reflect on their own work in order to improve it. Work is set at the appropriate level for pupils' needs and teaching assistants make a good contribution through their support for groups and individuals. While much of the teaching is of this standard, some is satisfactory because some of these qualities are not as evident.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, and adds considerably to the pupils' enjoyment, because the school is constantly looking for methods to improve it and to involve pupils in first-hand experiences. These include a good range of visits, visitors and days which focus on a specific subject. There is a good range of activities outside the school day which many pupils take advantage of. The moves to make the curriculum more creative and to make strong links across subjects are evident in helping pupils to extend and reinforce what they have learned. Timetables, however, are not organised well enough, making it difficult to monitor what is being taught and when.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good overall. The school takes exceptionally good care of its pupils' pastoral needs and there is a pervading atmosphere of trust in the school. Pupils know that there is always an adult they can turn to if they are upset. Systems for safeguarding them are stringent and good systems for child protection are in place. Those with learning difficulties and disabilities are given good support so that they achieve as well as others. Their progress is reviewed regularly, but sometimes they have too many targets at one time. Systems for tracking pupils' progress are developing and are satisfactory, although they are not organised as efficiently as they could be. Pupils have targets for their progress and these are reviewed regularly. Marking of their work shows them how well they have done and gives guidance on how they should improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good because the school is not complacent about its desire to do its best for the pupils. The headteacher provides a clear educational direction and is ably supported by the deputy headteacher. The senior management team is enthusiastic and knowledgeable. Members have a sound understanding of standards in their subjects and know what needs to be done to improve. However, the subject coordinators have not developed their expertise to the same extent.

There are good systems for evaluating the effectiveness of the school and appropriate action is taken to bring about required developments. However, the school did not recognise at an early enough stage that standards in writing were falling. Planning for school development is satisfactory: priorities are appropriate and tackled well, but the plans are not as specific as they could be. Governance is good. Governors understand and carry out their role well, and are persistent in holding the school to account.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

28 February 2007

Dear Children

Northborough Primary School, Church Street, Northborough, PE6 9BN

I enjoyed my visit to your school recently and had an interesting time there, especially talking to some of you - I was really sorry not to meet and chat to more of you. I thought you might like to know what I found out.

I agree with you that you go to a good school, and I think you do well because your teachers teach you well. They are good at helping you to understand how to learn and in helping you to ask interesting questions. There are lots of exciting things to do in lessons, the visits you have and the clubs after school. Your work, especially in maths and science, is better than that of most children of your age, but the older children's writing isn't as good as it could be, so you could help by doing your best to improve that.

It was a pleasure to meet you because you behave well and are very polite. You know what you need to do to stay healthy, and the members of the school council are good at their job. The school takes very good care of you and your targets help you to know what you need to learn next. Your teachers keep a check on how well you're doing in English and maths but they need to do this in other subjects. I've also asked them to find a better way to write down all that information because the way they are doing it at the moment takes a long time.

The school does well because the headteacher and the teachers are always looking for ways to make it even better. I know you'll miss him when he leaves but I'm sure that the school, and you, will continue to do well in the future.

My best wishes

Mrs Pat Cox

Inspector