

# Peakirk-cum-Glinton CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	110851
<b>Local Authority</b>	City of Peterborough
<b>Inspection number</b>	325240
<b>Inspection dates</b>	21–22 January 2009
<b>Reporting inspector</b>	Linda Killman HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	183
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Alison Henthorn
<b>Headteacher</b>	Mr John Green
<b>Date of previous school inspection</b>	26 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rectory Lane Glinton Peterborough Cambridgeshire PE6 7JW

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<b>Age group</b>	4–11
<b>Inspection dates</b>	21–22 January 2009
<b>Inspection number</b>	325240

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

This is a smaller than average primary school. While pupils come from a wide range of social and economic backgrounds, very few have free school meals. Most pupils are White British. A small minority of pupils speak a language other than English at home. On entry to the Early Years Foundation Stage (EYFS), most children meet national expectations in all areas of learning. The proportion of pupils who find learning difficult and/or have a disability is below average. The school has achieved Healthy Schools and Activemark awards and the Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. Most parents are very appreciative of all that the school provides. One captures the views of many others when commenting that 'the school is welcoming and genuinely cares for the development and well-being of every child'. Staff listen when there are concerns and are willing to go the extra mile to resolve them quickly and effectively. This contributes to the school's good reputation locally as a harmonious, cohesive and caring learning community.

Pupils behave well in class and around the school which exemplifies their good personal development. They make secure relationships with adults and each other and are keen to take on responsibility. There have been no exclusions for a number of years; racist incidents are rare but treated seriously. The pupils know how to stay safe and be healthy, and where to seek support from adults if they need it. Their spiritual, moral and cultural development is good overall. The pupils develop good social and learning skills that successfully equip them for their transfer to secondary school and future lives.

Steady progress has been made since the school's last inspection in 2006. The school's leadership is committed to every pupil's enjoyment and success in learning. Leadership and management are satisfactory with consistent capacity across all levels to ensure that the school continues to head in the right direction. The headteacher's convincing evaluation of standards and achievement in 2007 identified that pupils reached above average standards but were capable of achieving much more in English, mathematics and science. This triggered a number of initiatives to raise achievement including the introduction of an effective system to track pupils' progress. Staff use this to identify those pupils falling behind and take immediate restorative action. The school sets challenging targets for all pupils with improved precision. These initiatives, combined with targeted strategies to improve pupils' writing, particularly boys' writing, are beginning to bear fruit as seen in the gains made in writing in 2008. Given the pupils' capabilities and starting points on entry in Year 1, standards in other subjects are not yet as high as they could be. To strengthen its capacity to measure its effectiveness, the school has successfully restructured the leadership team with clearly identified roles and responsibilities for middle managers. This is work in progress and time has not been sufficient to enable some key leaders to participate in monitoring and evaluation activities.

Teaching and learning are satisfactory but there are inconsistencies in the quality of curricular planning and academic guidance that pupils receive. Good practice noted in some teaching seen enabled pupils to build securely on what they already knew and could do. They were given clear guidance on how to improve their work and made better than average progress. This good feature is not replicated in all teaching. A major review of the curriculum is underway to enrich it and make it more exciting and meaningful. Links are being developed successfully between a limited range of subjects, within overarching themes. Pupils speak highly of this approach that contributes to their enjoyment of learning.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children join the Reception class with skills and knowledge typical for their age. They make good progress in all areas of learning. By the end of the year, the vast majority are working at levels above those found in most schools. Their achievement is good. The effective leadership

and management of the EYFS are significant factors in its success. Staff hold appropriate early years qualifications and all welfare requirements are met.

Induction procedures are good. As a result, children settle quickly and develop a positive attitude to learning. All six areas of learning are delivered through well-planned experiences that promote spontaneous and purposeful play. These experiences support their good personal and social development. There is an appropriate balance of tasks led by adults and children plan and pursue confidently those they choose for themselves. They have regular access to the outdoor space although there are limitations in the range of experiences on offer. There is no suitable cover for the outdoor space when the weather is particularly inclement and hard surface space for wheeled toys is restricted. Staff diligently check and record the progress that children make and use the information to plan activities with their needs in mind. They sensitively encourage children to take part in as many activities as possible. Children are involved in self-assessment at a level appropriate to their age, which gives them an idea of how well they are doing.

Children grow in confidence and thrive because of the positive relationships they have with the adults that care for them. They feel secure and it is evident that they enjoy coming to school. They are proud of their achievements and keen to share what they have done.

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

- Promote pupils' learning more strongly by improving the quality of teaching to mirror that of the best.
- Ensure that pupils make as much progress in all subjects as they do in English.
- Extend and promote the current initiative to develop links between subjects in the curriculum.
- Ensure that leaders and managers at all levels monitor and evaluate the work of the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory in mathematics and science and good in English. Attainment is above average in all subjects in Key Stages 1 and 2. Pupils are now making above average progress in English, as seen in the school's most recent assessment information. This is because most teachers are using assessment effectively to plan learning and to set challenging targets for pupils to aim higher. There are also pockets of good practice in the marking of pupils' written work. Some guides pupils continuously towards improvement. Marking is inconsistent across year groups and across subjects as some does not direct pupils well enough towards achieving their targets. Pupils who find learning more difficult receive adequate support and make satisfactory progress.

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

### **Grade: 2**

Pupils enjoy school. Their attendance is above average. They speak highly of their teachers and their friends. One said, 'the best thing about our school is we all get along together and our teachers make the lessons fun'. Others agreed.

They are keen to take part in after-school sports clubs and know the importance of taking part in physical activities and eating healthily. They want to take responsibility and participate in the school community through initiatives such as the school council and acting as playmates. They contribute to the local community and take part in church and local events. They raise funds for national and international charities. While spiritual, moral, social and cultural development is good overall, pupils' cultural development is satisfactory. This is promoted through assemblies and in music and French lessons but the majority of pupils lack sufficient depth in their knowledge and understanding of different faiths, customs and cultures. Pupils' skills in literacy, numeracy and in using information and communication technology (ICT) are good. They work well in teams and are well prepared for their next school by the end of Year 6. Their good manners and politeness make them good ambassadors for the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is competent but not consistently effective in ensuring that all pupils make the progress of which they are capable. Most teachers plan conscientiously and in the best lessons provide pupils with activities that are lively, challenge their thinking and accelerate their learning. However, in some lessons pupils make slower progress because teachers do not match the work precisely enough to their needs and abilities. The assessment arrangements for checking pupils' progress and targeting resources towards areas of particular need are effective in English and contribute to improvements in writing; they are not as effective in other subjects.

### **Curriculum and other activities**

#### **Grade: 3**

Staff are in the early stages of developing a creative curriculum which links learning in the different subjects within a theme. The intention is to promote the development of skills and the understanding of concepts. Some subjects have not been included in this initiative and are taught as discrete subjects. Staff have yet to evaluate the impact of this approach which was introduced in September 2008. Pupils say 'they enjoy the changes and are finding learning more fun'.

A range of well-chosen strategies has led to improvements in boys' writing. These include selecting texts to match the boys' interests and the practical application of writing skills. As a result, there is no significant difference between the performance of boys and girls. The curriculum is beginning to serve the needs and abilities of more able pupils more effectively. Able mathematicians enjoy the challenges provided in master classes, for example. Plans are securely in place to extend this good provision to other subjects.

The curriculum is enriched by visits, visitors to the school, themed days and a range of lunchtime activities. Breakfast and after-school clubs have extended the out-of-hours provision. The early morning sensory-circuit activities improve the co-ordination skills of some pupils. Overall, these activities support the pupils' educational and personal development effectively.

## Care, guidance and support

### Grade: 3

Staff are committed to the care and well-being of pupils and guide them satisfactorily in their learning. The school has worked hard to build a strong inclusive community. As a result, pupils develop trusting relationships with all adults in the school. At the time of the inspection, the governing body's statutory duty to ensure that safeguarding procedures are in place was fulfilled. Child protection procedures are fully in place and understood by staff. Support for pupils who find learning difficult is satisfactory, drawing effectively on the support of external services, as appropriate. Some pupils are beginning to assess their success towards achieving learning objectives in lessons. For example, they use clear criteria and a visual traffic light system to guide them in evaluating their work.

## Leadership and management

### Grade: 3

The headteacher is appropriately focused on raising achievement. The inclusion and success of all learners are central to his vision, and drive the direction for the school. He is ably supported by the interim deputy. The leadership team has raised awareness of the benefit of analysing and using data to improve performance. There is clear evidence to show that this is having an impact in raising achievement in English. The school's systems for setting realistic and challenging targets are good, grounded in detailed, regular analysis and the tracking of pupils' attainment and progress. Senior managers regularly observe colleagues teaching and provide clear development points for teachers to work on. A rigorous performance management system is in place, albeit currently only for teaching staff. Teaching assistants working with pupils who need extra help or have disabilities receive only limited training and feedback on their effectiveness. Middle managers have insufficient opportunity to be involved in systematic monitoring activities. Governors receive training and have access to the right information so that they can ask challenging questions. They are beginning to fulfil their role as critical friends. The building is well maintained and resources deployed appropriately to achieve satisfactory value for money. The school understands the needs of its own community well and takes them into account. However, the school is aware that there is more work to be done to develop pupils' understanding of other communities, both in Europe and globally. Pupils benefit from the school's good partnership with other schools and agencies. There are some clearly emerging strengths in aspects of current leadership and management that contribute to the school's satisfactory capacity to improve.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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 learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

23 January 2009

Dear Pupils

Inspection of Peakirk-cum-Glinton CofE Primary School, Peterborough PE6 7JW

Earlier this week inspectors visited your school for two days. We met many of you and watched you at work and at play. We also looked at your work in books and talked to your teachers. You were very polite and well mannered. We appreciate the way you helped us to find our way around the building and answered our many questions. Thank you so much.

You and your parents told us that you enjoy school and we instantly recognised this. We have thought carefully about all that we saw and I would like to highlight the school's good features as well as those that need to be improved.

- You behave well in class and around the school and have good social and personal skills.
- You know how to stay safe and be healthy.
- Your learning gets off to a good start in Reception.
- The teachers have good systems in place to check that you are learning all that you should as fast as you are able. These are helping you to make better progress particularly in English.
- The staff and governors work closely with your parents and take into account their views.

To make the school even better we have asked the governors and your teachers to:

- ensure that all of your lessons are as good as the best
- make sure that when you move from Reception you continue to make good progress in all subjects
- continue to link subjects together in themes (which you say helps to make learning fun)
- check to see if new ways of working are helping you to learn even better.

It was a pleasure to visit your school and I wish you every success in the future.

Yours sincerely

Linda Killman

Her Majesty's Inspector