

# Eye CofE Primary School

Eyebury Road, Eye, Peterborough PE6 7TD

<b>Inspection dates</b>	12–13 July 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's astute leadership has raised expectations about what can be achieved at the school. Consequently, the changes that have taken place have improved the quality of education to ensure that pupils achieve well. Leaders' effective actions have secured rising standards, most notably in writing. Pupils' achievement in reading, writing and mathematics is at least in line with national standards and rising rapidly.
- Teaching has improved and is now good. Leaders' monitoring and high-quality staff training is rigorous and is ensuring that staff have the necessary skills to support pupils to learn effectively.
- Children in the early years make good progress from starting points that are lower than typical for their age. They are well prepared for Year 1.
- Teachers use detailed subject knowledge and a thorough awareness of pupils' abilities to plan effective learning opportunities. Teachers and teaching assistants skilfully work together to successfully build on pupils' prior understanding systematically and accurately.
- Pupils are enthused by a well-thought-out and exciting curriculum which engages them fully in an investigative learning journey. This is particularly noteworthy in science.
- Pupils respect their teachers and value their learning. They respond to new learning opportunities with enthusiasm and good humour. They enjoy lessons and are keen to learn more.
- Pupils behave well around the school. They respect one another, play together in harmony and feel safe. Playtimes are purposeful and pupils participate in sports and games organised by staff.

### It is not yet an outstanding school because

- The most able pupils are not challenged to make the progress they are capable of.
- Governors are sometimes not discerning enough in using the wealth of information that they have about the school when challenging leaders about the improvements in achievement.
- Leaders do not routinely analyse information about the effectiveness of strategies to improve pupils' behaviour.

## Full report

### What does the school need to do to improve further?

- Ensure that teachers consistently apply the agreed school systems to enable more rapid progress for the most able pupils. Or improve outcomes for the most able pupils.
- Improve the quality of leadership and management by ensuring that:
  - school systems for behaviour are routinely analysed so that leaders can monitor their effectiveness more efficiently
  - all governors use achievement information shrewdly to challenge leaders over the progress that pupils are making.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher's insight, determination and high aspirations for all pupils have been instrumental in securing rising standards at Eye CofE Primary School. He instils a sense of urgency in his staff and refuses to be complacent about the importance of providing a high-quality education to all pupils. He ensures that all actions are dictated by what will be the best for the pupils in his care. His diligent leadership has created a positive, productive learning environment whereby pupils are nurtured and urged to work hard.
- Leaders, including governors, have a very accurate picture of what the school does well. Procedures to monitor and evaluate the quality of the school's performance are incisive and precise. Plans to further improve the school are well thought through, measurable and detailed. They have used innovative solutions to ensure that pupils receive high-quality teaching which meets their needs. Working successfully together, leaders have implemented an appropriate plan to manage staffing so that the best use is made of all expertise. In Year 6 in particular, this organisation is allowing for more bespoke support for pupils, where required. Consequently, this year group is making more rapid progress and current unvalidated 2016 assessment information demonstrates that these pupils are achieving well compared to pupils of the same age nationally.
- Leaders have improved the quality of teaching considerably. Well-considered and creative staff training, including team planning and teaching, mean that staff have embraced opportunities and pro-actively engage in activities to develop their teaching skills. Teachers new to the profession also receive valued tailored, comprehensive support. Leaders and governors ensure that only good or better teaching is rewarded. As a result, teachers share and celebrate their successes and are inspired and motivated to take on additional responsibilities.
- Leaders have created a curriculum which excites pupils about learning and teaches them how to be respectful citizens. The school's own 'lifelong skills' curriculum engages pupils in their learning fully. The assistant headteacher has worked with staff and pupils on creating themed topics to complement pupils' interests and make all experiences 'real' for them. More than this, the school's core Christian values of forgiveness, justice, thankfulness, compassion, peace, service and community are regularly considered and 'lived out' across the school. Pupils are given many chances to reflect on the lives and beliefs of those from other backgrounds and this helps to promote their spiritual, moral, social and cultural development well.
- Leaders have designed an assessment system which ensures that they are able to carefully monitor the achievement of all pupils. Leaders use assessments well during achievement team meetings and pupil progress meetings to ask questions about individual pupils' progress and to check whether they are learning well enough. They also make sure that all pupils are discussed and support is given where required. As the curriculum further develops, leaders ensure that there is associated maturity in these assessment procedures for checking pupils' progress.
- The school makes good use of its pupil premium funding for disadvantaged pupils. A pupil premium working party has taken advice following a local review. This is ensuring that the money is targeted creatively to provide effective support for those individuals who are entitled to it. Leaders ensure that pupil premium resources are used wisely, promoting the achievement and well-being of disadvantaged pupils. As a result, gaps between the achievement of these pupils and others in the school and nationally have been reduced since the previous inspection, and continue to close rapidly.
- The primary physical education and sport premium funding is deployed to valuable effect. The employment of a specialist sports coach is raising the confidence of pupils. They participate fully in high-quality physical education (PE) lessons. Additionally, this provision provides pupils, particularly boys, with a good role model of appropriate behaviour and positive attitudes when participating in sport. Also, due to additional supervision at lunchtime from the sports coach, pupils are increasingly involved in organised games that give a positive focus to their activities. Pupils also benefit from having opportunities to engage in a wider range of competitive sporting events than previously. Increasing, numbers of pupils are participating in after-school clubs, such as fencing, archery, martial arts, hockey and cricket.

- Parents hold the headteacher and the staff in high regard for the journey of improvement that the school has made. Parents comment on the time staff are prepared to take to listen and act on any concerns raised. One parent said, 'The headteacher makes time for parents every morning and afternoon in the playground and really does listen to any concerns that we may have. He is involved, enthusiastic, well-respected and clearly has the best interests of his pupils at heart.' Another reported being '... very happy with my child's progress at this school. Her teachers and teaching assistants do an amazing job and are very easy to talk to. I have nothing but praise for this school and how it's being run. I think that the entire staff are doing a great job and know that many parents say the same.'
- The school's website, regular newsletters and letters provide a valuable source of information about developments taking place. The survey which the school has carried out, along with responses from parents to Ofsted's online questionnaire, Parent View, show that parents feel the school is well led and managed. Almost all would recommend the school to other parents.
- Parents are very well informed about the progress their child is making. Newly introduced termly learning conferences include the teacher, pupil and parent in discussing progress, and reviewing and setting targets for all pupils. One parent commented that they are very clear about what their child needs to work on and it means that they can help their child more at home.
- The school works productively with the local authority to check that progress is being made against the school priorities. The local authority views leadership at the school as securely effective and, as such, has provided bespoke advice and guidance according to the needs identified by the headteacher.
- **The governance of the school**
  - Governors make an effective contribution to the school's leadership. Following an external review of the governing body's role and effectiveness, a number of changes have taken place. These include appointing a number of new governors with specific skills that enhance the governing body's ability to support and challenge the school's leadership.
  - Governors have a good oversight of the school's budget and prioritise spending with careful consideration of how pupils will benefit. They regularly check that pupil premium funding is making a difference to relevant pupils' achievement.
  - Governors understand the information they receive about pupils' performance, the quality of teaching and the new arrangements for assessment. As a result, governors increasingly know what needs to improve and ask questions of school leaders. However, governors do not always offer sufficient challenge to leaders and there is too much reliance on the copious and comprehensive information that the leaders conscientiously provide.
- The arrangements for safeguarding are effective. Checks on the suitability of all adults who work with pupils are rigorous and good records are kept of these checking procedures. Child protection training for all staff is routinely delivered promptly on induction, regularly updated and of high quality. This includes the most recent training in the prevention of extremism and radicalisation. There is an embedded culture of safeguarding in the school. Staff are confident about their responsibilities and their duty of care towards all pupils. They exchange relevant information in their 'child spot' meetings and any follow up and act upon concerns quickly and in appropriate ways between themselves and with all appropriate external agencies. Pupils access a range of curriculum opportunities which teach them how to stay safe both in the community and online. Leaders work hard to involve parents and carers in this education through safeguarding awareness evenings and e-safety talks. Leaders are unequivocal that safeguarding must educate staff, pupils and parents fully and do so with good effect.

## Quality of teaching, learning and assessment is good

- The positive, caring and respectful relationships between staff and pupils result in pupils approaching lessons with enthusiasm and commitment to their learning. Teachers make learning fun and interesting and this motivates pupils to try hard, work diligently and do their best. For instance, in Year 6 the pupils spoke about how they both delighted and grimaced in the gore they faced when dissecting a sheep's heart in science. When discussing their report of what they did, one pupil told an inspector that 'it was an amazing thing to actually be able to do at school'.
- Teachers have good subject knowledge which they use well to explain clearly to pupils so that pupils know what they are expected to learn. They challenge pupils by asking questions that allow them to reason and clarify their thinking, and so deepen their understanding.

- Teachers use assessment information, adapt teaching effectively and give excellent guidance to pupils about how to improve. Teachers constantly check on pupils while they are working and deal with misconceptions, so pupils make good progress. Pupils know that they can learn from making mistakes, and the positive relationships with adults contribute well towards ensuring that pupils 'have a go' and are confident to take risks when trying their ideas out. For example, in a Year 6 lesson pupils were working on non-verbal reasoning challenges. They tried out various complex ways to solve the 'Enigma code cracking' challenge – applying their mathematical skills without worrying about getting it wrong. They then went on to confidently and perceptively evaluate both their successful and unsuccessful methods in front of their classmates.
- Staff support the specific needs of pupils who have special educational needs and/or disabilities well. Teaching assistants and teachers work closely together to ensure that timely and constructive advice and support are given to pupils, including those who have special educational needs and/or disabilities. The quality of support is effective, whether adults are working with a group or an individual pupil, resulting in good academic progress as well as developing pupils' independence and self-confidence in their learning.
- Reading and the teaching of phonics (the link between letters and the sounds they make) are carefully developed from the early years through key stage 1. Teachers make sure that pupils frequently read while in school, so that fluency and expression increase. Reading is promoted in all classrooms by the creation of imaginative reading areas that suggest pupils 'launch' themselves 'into a good book', or 'pop into a cool book'. Regular guided reading sessions give pupils the chance to apply their comprehension skills. This, along with reading activities that model the use of punctuation and grammar, provides them with a secure framework for writing.
- The teaching of writing has improved considerably since the previous inspection. Pupils now have plenty of opportunities to write in both their English lessons and when learning in other subjects, as evidenced in their science and topic books. This has helped them to improve their work and consequently, pupils' achievement in writing is improving dramatically.
- The teaching of mathematics has improved and is now allowing pupils to apply their skills more readily. The school's focus on developing pupils' deeper understanding of mathematics has supported pupils to be able to apply both their written and mental skills well to problem solving. Evidence in pupils' books and in lessons shows that teachers use resources effectively to support the differing needs of pupils. For example, every class teacher devises a mathematics toolkit for their class. This offers a variety of resources and prompts that pupils can access to help them in their mathematics learning. As a result, pupils' starting points are more accurately identified and bespoke support is planned so they make better progress.
- While the most able pupils are now making good progress, more of these pupils should be making even more rapid progress from their starting points. Teaching is now good, but leaders have identified this as an area for improvement in teaching. Leaders have developed their 'challenge by choice' strategy to increase the progress of the most able. However, while this is being used with increasing effectiveness, it is still in its early stages and not yet used consistently across the whole school.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- The headteacher, very ably supported by the deputy headteacher and other senior leaders, has brought about considerable improvement in pupils' attitudes towards their education. Staff, pupils and parents recognise the changes that have taken place to create a calm, purposeful environment for the pupils. Parents comment on 'the school being a much more happy and positive place' and one which 'wants every child to succeed and be the best they can be'.
- Pupils are involved in decision-making, which effectively promotes their self-confidence and self-belief. They contribute to school improvement and the planning of their own curriculum. The class 'learning forums' have successfully ensured that pupil voice is listened to and taken into account when evaluating the school's work. For example, in the pupil version of the school improvement plan, pupils have clear criteria so they know how well each priority is progressing. Consequently, pupils develop positive attitudes towards their learning and know exactly how they will get better.

- The school promotes British values such as respect, tolerance for others and the rule of law effectively. For example, a pupil told inspectors that 'it is a church school and we learn about the Christian values but we are also friends with children who believe something different. It is important to understand and accept what others believe in because it makes you think about your own beliefs and you are a better person'. Pupils have a say in the decisions made about how the school moves forward. For example, alongside the school improvement plan is a 'children's version of the school improvement plan'. Within this, pupils give their views about the priorities and how things should be done. As well as this, pupils talked about how they learn about British values when they study topics like the second world war. They reported how much better the world may have been had there been more tolerance before the war started and how countries democratically decided to join the war.
- Pupils are encouraged to take on responsibilities and do so with sense of pride and accountability. For example, across key stage two, pupils receive training to be 'peer mediators'. Pupils understand their role and think it is important that they carry out the job because 'children understand children's problems more because it's a long time since grown-ups had those problems'. Additionally, pupils have the opportunity to become 'young leaders'. They work alongside the lunchtime staff, supporting the younger pupils with their play and with their friendship groups. The 'young leaders' spoke of the role as being one they enjoy and one that 'supports the headteacher in his job'.
- Pupils feel safe and secure in the calm and welcoming atmosphere at Eye. They say that staff treat everyone fairly and equally, and that adults are helpful and will listen to any concerns they raise. Pupils know that trusted adults are there to help and support them to resolve any difficulties they may experience. Pupils respect staff and each other. They readily cooperate, sharing their ideas and respecting what everyone has to say. Pupils talk about how the headteacher spends time with them at break and lunchtime. They say that 'this makes us feel that he cares and he is really bothered about us'.
- Pupils are very ready for the next stages in their learning and education. The curriculum offers a range of opportunities for pupils to learn about the wider world and their place within it. One example is the 'job fair' where pupils are given the chance to meet with employers from a range of careers and further education. Leaders invest time and money into this experience to ensure that a number of occupations are represented. This widens pupils' awareness about the potential for their future and raises their aspirations about their own career path.
- Since the previous inspection, monitoring systems to keep pupils safe have improved and are now centralised. While behaviour incidents are rare and leaders monitor the information that is available to them, they do not analyse this information precisely enough to evaluate the effectiveness of their systems.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils and staff take pride in the school. Pupils move around in an orderly way, hold doors open for adults and are polite and helpful towards visitors.
- Learning in class is rarely disrupted. Pupils respond promptly to teachers when they are not on task and classrooms are calm and purposeful.
- Teachers use a wide range of positive behaviour management techniques skilfully alongside consistently following the school's agreed behaviour system. Pupils feel valued and welcomed by teachers, who always meet them on the playground in the mornings and after breaks. This engenders positive relationships and means that incidents of poor behaviour are rare.
- Pupils understand the school's behaviour system and follow it closely. They talk about being 'proud to receive' their 'ever-green certificate', and understand that it is 'good to be green'. Consequently, pupils' behaviour in and around school is consistently good.
- Staff understand and consistently apply the school's expectations regarding appropriate behaviour and conduct. As a result, pupils know what is expected of them and respond to guidance from staff extremely well. Staff know pupils' needs and develop positive relationships with them. As a result, pupils are more able to access learning.
- Lunchtime supervisors play a pivotal role in ensuring that good behaviour permeates throughout the rest of the school day. Their consistent use of the school's 'golden table' to encourage and reward positive behaviour during this unstructured time creates sociable lunchtimes. This system also helps to sustain a highly positive atmosphere as the day progresses, based in mutual respect between staff and pupils.
- The learning mentor plays a valuable role in supporting pupils' pastoral care and well-being. This is particularly the case at lunchtimes when a very well organised range of activities is planned for all pupils. As a result, pupils are happy, enjoy their 'down' time and very few lunchtime behaviour incidents are evident.

- Attendance is consistently similar to the national average. Leaders work closely together to ensure that systems in place are followed rigorously. The school's approach to improving attendance is proving successful and there are now better rates of attendance for identified groups.
- Learning behaviours in class are almost always good. Pupils are attentive and keen to learn. Instructions are followed dutifully and pupils settle to tasks quickly.

## Outcomes for pupils

## are good

- Progress and attainment have continued to improve since the previous inspection. Assessment information and the quality of work in books clearly indicate that current pupils in every year group are making consistently good progress. There is evidence in books that pupils working below the expected levels are supported to reach expected standards for their age. This is because learning is well planned and adapted to reflect the different starting points of pupils. In some classes and in some subjects, most pupils have made these rapid gains in their learning. This will elevate the number of pupils who reach the highest levels of achievement, and exceed the progress expected for pupils of the same age.
- Phonics teaching is good. As a result, over the last three years and including 2016, a greater proportion of pupils reach the expected standards in the national phonics screening test in Year 1 than seen nationally. This prepares pupils well, giving them vital fundamental reading skills which they can successfully apply when reading more challenging texts.
- Pupils make good progress in writing owing to a greater focus on basic grammar, spelling and punctuation. They not only write extensively in their English lessons but transfer these skills into all of their other subjects, such as science, mathematics, history and geography. Teachers provide timely feedback and this helps them to improve their work. As a result, they develop good writing habits as well as an enjoyment of writing.
- Following the results in 2015, leaders identified that pupils' outcomes in mathematics were an area for improvement. Although pupils reached the national standards in 2015, some did not make the progress that should be expected of them given their starting points. Specific programmes of support for individual pupils, along with well-planned teaching, have ensured that any gaps in mathematical knowledge and understanding are addressed. Opportunities are provided for pupils to apply their newly learned skills. As a result, evidence in pupils' books, school assessment information and the unvalidated 2016 outcomes show an improvement in pupils' achievement in mathematics.
- Pupils who have special educational needs and/or disabilities are effectively and appropriately supported to make good progress and achieve well. While maintaining high expectations, adults help to break down tasks into more manageable steps and encourage pupils to persevere. Consequently, pupils who have special educational needs and/or disabilities make good progress from their starting points and gaps in learning between them and their peers are reducing.
- The most able pupils make similarly good progress to their classmates from their starting points. However, some pupils' progress could be even more rapid in order to enable them to reach the highest standards of which they are capable.
- By the time pupils reach the end of key stage 2, disadvantaged pupils achieve as well as their class mates from their different starting points. The school is quick to identify any pupils who are at risk of falling behind. Staff make effective provision for these pupils either within class, in small groups or individually. These pupils make good progress from their starting points because teachers provide them with scaffolded support in their reading and writing skills to meet their identified needs.
- The support for the increasing number of pupils who arrive at the school and who speak English as an additional language is developing well. Leaders ensure that pupils are tested on arrival so that they can be given appropriate support, particularly with development of their language skills. This is specific to their needs. Support for these pupils when they first arrive at the school is enabling increasing numbers to make rapid gains in their learning from their starting points.
- Pupils are ready for their next stages in education. Transition between each key stage is communicated effectively between staff, parents and pupils to ensure that it is a seamless. Leaders have also ensured a consistency in the language, displays and systems between the key stages. Children and pupils feel confident to continue their learning as they move onto the next year. Key stage 2 pupils have achieved above the national average in 2016 unvalidated assessments in reading, writing and mathematics. This means that pupils are very well prepared and feel ready to go to the secondary schools of their choice.



## Early years provision

is good

- Children settle very successfully into school life in the early years. They are excited about learning, make friends quickly, and learn well. This is because there are well-planned transition arrangements in place to ensure that when children start school they are familiar with all staff and the provision.
- Children are well prepared for Year 1. From lower than typical starting points on entry to the school, children catch up with their peers nationally by the time that they finish Reception. This is because of effective baseline testing when children first arrive at the school and subsequent planned tailored teaching which meets the needs of individual pupils. To ensure the accuracy of assessments, the leader has secured external moderation of pupils' work. This assures the school that what pupils are achieving is in line with national standards. This means that they make good progress from their starting points and have the skills they need to successfully move on.
- The early years leader has a good understanding of how young children learn. She and her team have created a stimulating environment in which children feel safe and behave commendably. As well as the effective day-to-day communication with parents that is contributing towards the children being confident when coming into school, regular learning conference meetings give additional opportunities for parents to discuss their children's development and add evidence from home to their learning journals.
- Adults plan a wide range of activities with care, so that children are interested, active and busy. All staff use the well-resourced outdoor area well, giving children a safe and attractive area for playing and learning – enabling children to explore, investigate and make their own choices. Planning incorporates an appropriate balance of adult-led and child-initiated sessions across the day so that children gradually become independent learners who show resilience and perseverance when undertaking tasks.
- Staff use questioning and language effectively to further develop children's thinking about their play and to develop their language skills beyond using simply single words. This was seen during the inspection when adults were supporting children to investigate snails and their habitats. The adult intervention and questioning ensured that children explained their answers and developed their vocabulary. Basic skills in reading, writing and mathematics are promoted very effectively. Every opportunity is taken to provide children with activities to read, write and count.
- Children develop good levels of independence when required, choosing activities enthusiastically and showing good levels of concentration and perseverance. They listen attentively when working on activities directed by an adult and follow instructions well. Children understand the behaviour systems and respond quickly to the strategies used by adults. Consequently, no learning time is lost.
- Children in the early years are well looked after and cared for. Children feel very confident to approach any member of staff if they are feeling worried or upset. Staff are vigilant and ensure that all safeguarding and welfare requirements for the younger children are met well.



## School details

<b>Unique reference number</b>	110825
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10011810

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	387
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Goodsell
<b>Headteacher</b>	Jason Webster
<b>Telephone number</b>	01733 222314
<b>Website</b>	<a href="http://www.eyepriamaryschool.co.uk">www.eyepriamaryschool.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@eye.peterborough.sch.uk">admin@eye.peterborough.sch.uk</a>
<b>Date of previous inspection</b>	24–25 April 2014

## Information about this school

- The school is larger than the average-sized primary school, with two classes in each year group.
- Pupils who attend the school are mainly White British. More recently, there has been an increase in the proportion of pupils who speak English as an additional language.
- The number of pupils who join the school part way through their primary education is above average.
- The proportion of pupils supported by the pupil premium is in line with national average. The pupil premium is extra government funding for pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities, or who have a statement of special educational needs or an education, health and care plan is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed teaching and learning in all classes, some of which were observed jointly with senior leaders. Inspectors also made short visits to all classrooms to evaluate the quality of the curriculum and the provision for different groups of pupils.
- Meetings were held with the headteacher, other senior leaders including the deputy headteacher, assistant headteacher, special educational needs coordinator and the early years leader.
- The inspection team met informally with pupils on the playground at break and lunchtime and in lessons. Three groups of pupils, including most able pupils, some of the peer mediators and some chosen from all year groups, met with inspectors to talk about their views about the school. The lead inspector met all members of the governing body and a representative from the local authority.
- A scrutiny of all pupils' work, including in mathematics, English, science and topic books was undertaken.
- The school's own assessment information and a wide range of paperwork were examined, including the records relating to the performance management of staff, those relating to behaviour, attendance and safeguarding, and monitoring and evaluation documents. The lead inspector evaluated a wide range of information on the school's website.
- Inspectors considered the 79 parent texts, and 142 responses made by parents to the Ofsted online questionnaire, Parent View. They also took into account the views expressed by parents in the school's own survey. Additionally, inspectors looked at the views expressed by 18 members of staff in response to the staff questionnaire.

## Inspection team

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