

# Inspection of Eye CofE Primary School

Eyebury Road, Eye, Peterborough, Cambridgeshire PE6 7TD

---

Inspection dates:	17 and 18 June 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils love their school. They thrive because of the care and attention they receive. They learn to take appropriate risks while also learning how to stay safe and keep healthy, both mentally and physically. Pupils develop the confidence to try new things and challenge themselves.

An ambitious curriculum inspires pupils and captures their interests. Children in the early years establish strong foundations for learning, which continue to grow as pupils move through the school. Teachers help pupils to remember key content and achieve well across the curriculum.

Pupils apply for, and undertake, influential leadership roles, such as buddies, ambassadors or members of the social action team. They take the initiative and play an active part in school life as well as the wider community. A wide range of clubs and extra-curricular activities enrich the curriculum and evolve in response to pupils' requests.

The school's values of gratitude, respect, ownership and wisdom (GROW) guide pupils in how to behave and approach their learning. Staff recognise and praise pupils for demonstrating these values. A culture of celebration runs through the school. This encourages everyone to learn and grow together.

## **What does the school do well and what does it need to do better?**

The school has thoughtfully developed its curriculum, refining and improving it over time. The curriculum begins in the early years, where expertly trained staff guide children through their early stages of development. Children play calmly, immersed in activities that staff model and support. As a result, they quickly gain the skills, attitudes and knowledge they need as they move into Year 1. The curriculum content continues to build in terms of ambition and challenge as pupils progress through the school.

Staff receive the training and support needed to teach the curriculum effectively. Consistent routines help pupils understand expectations and be ready to learn. Teachers quickly identify the needs of pupils with special educational needs and/or disabilities (SEND) to ensure that these pupils learn the same ambitious curriculum as their peers.

In most subjects, teachers help pupils to build on their previous learning effectively. Pupils learn the important knowledge and skills the curriculum intends. In some subjects, however, staff do not have high enough expectations of what pupils can achieve. They sometimes do not provide opportunities to extend pupils' knowledge and understanding and apply what they have learned. This means that some pupils do not achieve as well as they could.

All staff promote a love of reading. The superhero 'Bookman' sets regular reading challenges and pupils enjoy the termly whole-school poetry slams, where classes perform and compete. Staff have the expertise needed to teach the school's phonics programme well. When pupils fall behind, staff quickly identify this and provide support so they can

catch-up with their peers. Once secure in their phonics knowledge, pupils develop fluency and comprehension through regular practice.

The school's work to prepare pupils for life beyond school is exemplary. A careers fair introduces pupils to the world of work, while 'my money week' helps them develop entrepreneurial skills. Pupils speak confidently about sensitive topics that matter to them. They learn how to advocate for change, including securing a new pedestrian crossing. A wealth of clubs offers pupils the chance to develop and follow their interests. Staff actively seek pupils' input to shape what is on offer. Pupils leave well prepared for the next stage in their education and ready to contribute as responsible members of the community.

The school's GROW values underpin and shape the curriculum. Pupils learn to reflect on their behaviour and learn from their mistakes. They listen to one another and treat each other with respect. They come to understand their emotions and learn how to manage them well.

Leaders at all levels have the knowledge they need to carry out their roles with skill. Many staff began their careers at the school, where ongoing professional development allows them to grow in expertise and confidence. The school values the well-being of staff and pupils equally. This is a school where both flourish. Staff understand each pupil's needs, strengths and challenges. However, leaders do not always use this detailed knowledge as well as they could. As a result, they miss patterns that could help them respond more promptly to gaps in pupils' understanding and attendance.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, staff do not identify quickly enough when pupils have understood the important concepts needed for further learning. As a result, some pupils who are ready to move on and further develop their understanding do not achieve as well as they could. The school needs to ensure that staff identify when pupils are secure in their learning and ready to apply what they learn in different ways, so that all pupils achieve as highly as they can.
- The school does not always use available information to identify root causes or evaluate the impact of its actions as well as it could. This means that gaps and reasons for gaps in pupils' knowledge and understanding are sometimes missed. Barriers to regular attendance are sometimes not identified. As a result, some pupils do not achieve as well as they could and some are absent too frequently. The school should use the information it collects more effectively so that pupils attend regularly and achieve as well as they can.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	110825
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10402968
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Darren Buckman
<b>Headteacher</b>	Jason Webster
<b>Website</b>	<a href="http://www.eyepriamaryschool.co.uk">www.eyepriamaryschool.co.uk</a>
<b>Dates of previous inspection</b>	16 and 17 November 2021, under section 8 of the Education Act 2005

## Information about this school

- The school runs a breakfast and after-school club.
- The school does not currently use any alternative provision.
- Since the previous inspection, the school has extended its early years provision to include two-year-old children.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, special educational needs coordinators, other school leaders, the chair of governors and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and provision for pupils with SEND, and sampled work from other areas of the curriculum.
- Inspectors observed pupils' behaviour in lessons, around the school and at social times.
- Inspectors considered the responses and free-text responses submitted by parents to the online survey, Ofsted Parent View.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first

### **Inspection team**

Oriana Dalton, lead inspector

His Majesty's Inspector

Sally Garrett

Ofsted Inspector

Alison Hughes

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025