

St Botolph's Church of England Primary School

Oundle Road, Orton Longueville, Peterborough, PE2 7EA

Inspection dates 4–5 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher, aided by her deputy, is providing clear and determined leadership. As a result, attainment is rising, progress in all year groups is accelerating rapidly and the school is improving.
- Strong spiritual, moral, social and cultural development ensures pupils gain a clear appreciation of British values and how these are based on respect for, and tolerance of others.
- The school has rigorous and very effective procedures for keeping pupils safe.
- Behaviour is good around school and in lessons where it makes a very positive contribution to pupils' good learning.
- Teaching is good across the school because leaders have rigorous systems in place to check teachers' work and address any weaknesses.
- Teaching assistants are well trained and make a valuable contribution to pupils' learning.
- Additional training has had a positive impact on the development of leaders' skills and teachers' knowledge and expertise.
- The governing body provides a good level of challenge and support for school leaders. Governors have a good understanding of the school's strengths and the challenges it faces.
- Provision in the early years is good. Children make good progress because adults provide exciting and well planned activities.

It is not yet an outstanding school because

- In a small number of classes, work is sometimes too easy for pupils and they finish quickly. Teachers do not always pick up on this early enough to ensure that these pupils are further challenged, to ensure they make the progress of which they are capable.
- Marking is not consistently effective across all subjects and classes. It does not always follow the school's policy to give pupils enough information to help them improve their work, or allow them to respond to teacher comments. It is more effective for English and mathematics than for other subjects.

Information about this inspection

- Inspectors observed 27 sessions of teaching and learning, including eight lessons jointly observed with the headteacher or deputy headteacher.
- Inspectors looked at a wide range of pupils work in books.
- Discussions were held with school staff, three governors and a representative from the local authority.
- The inspectors talked to pupils about the school's work and listened to pupils read.
- Inspectors observed various aspects of the school's work and considered a range of policies and documents. These included information about pupils' attainment and progress, planning and monitoring documentation, the school improvement plan and self-evaluation summary, safeguarding policies, and behaviour and attendance records.
- A case study of the school's work to support vulnerable pupils was considered.
- Account was taken of 71 responses to the online questionnaire, Parent View. Inspectors also spoke to parents as they were delivering their children at school.
- The questionnaire responses received from 28 staff were also considered.

Inspection team

Joan Beale, Lead inspector

Additional Inspector

Keith Wright

Additional Inspector

Jonathan Gardiner

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Children in the early years attend one of two Reception classes, on a full-time basis.
- Most pupils are from White British backgrounds, with an increasing proportion coming from minority ethnic groups. This includes many pupils who speak English as an additional language. These figures are in line with those seen nationally.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This funding is for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is lower than average.
- There is a before and after school club on site, run by the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection there have been a number of changes in teaching staff, including the retirement of the previous headteacher.

What does the school need to do to improve further?

- Ensure that all teachers provide work that is hard enough to challenge the most able pupils and regularly check their progress with tasks in lessons, so that they can move them on to harder tasks when they are ready.
- Improve the consistency of marking and feedback across the school, so that it meets the requirements of the school's marking policy, thus enabling pupils in all classes to know exactly what they have to do to improve their work, in each subject, and are able to respond to teachers comments.

Inspection judgements

The leadership and management are good

- Aspirational leadership from the new headteacher is ensuring that achievement is rising across the school. She is well supported by her very effective deputy and a good governing body. This is ensuring that there is a culture of consistently effective teaching and good behaviour across the school which is enabling all pupils to make good progress.
- The school's evaluation of its work is accurate and feeds appropriately in to school improvement planning. Targets set for teachers to improve performance are closely linked to raising standards. Subject leaders have undertaken relevant training to develop their skills so that they can both drive new initiatives and check that they are bringing about the right improvements in their areas.
- The leadership of teaching is very effective. Leaders' robust and systematic checks on the work of teachers ensure good quality provision and identify any need for further training. A detailed system for observing teaching, checking pupils' work and analysing data gives leaders an accurate picture of the success of the school.
- Pupils show care and respect for others because leaders and teachers successfully develop their spiritual, moral, social and cultural awareness and their understanding of other cultures and faiths through a wide range of experiences. Topics across the curriculum are effective in helping pupils to develop their understanding of British values of fairness and tolerance, the rule of law, democracy and the right to individual liberty, and a growing understanding of life in modern Britain. Displays around the school celebrate diversity and inclusion effectively.
- The school provides particularly good opportunities to develop pupils' spirituality. For example there is a special outdoor area with a series of 'prayer rocks' these have been designed to allow pupils to have a quiet time of reflection or prayer. Different sizes and colours of rock encourage different types of reflection. Within school pupils benefit from a prayer corner and a variety of prayer points across the school. Pupils and parents value the opportunities for quiet reflection that these afford.
- The school has developed a wide and interesting curriculum in all years, which builds upon prior experiences and skills and meets new requirements well. Pupils find this engaging and enjoyable and this contributes to their good learning and progress. During the inspection, Year 5 pupils visited the British Museum. Teachers drew on this visit to inspire pupils' persuasive writing skills the next day.
- The pupil premium funding is used effectively to accelerate the progress of eligible pupils and ensure that discrimination of any form is not tolerated in school. All pupils experience the same good opportunities to succeed. The school welcomes pupils from all backgrounds and ensures they are fully included in all the school does.
- The primary sports funding is well used to fund support from a member of staff at the local secondary school. This has helped to train teachers and teaching assistants to both deliver and assess physical education. As a result pupils benefit from a high level of quality teaching across a broad range of sports and skills. They enjoy participating in sports activities.
- The local authority has a good understanding of the school's strengths and areas to improve. It has provided appropriate support for subject leaders and staff, which has been effective in helping to maintain the school's good provision for pupils.
- Arrangements for safeguarding are effective and meet statutory requirements. As a result pupils feel very safe in school.
- **The governance of the school:**
 - The school benefits from the support of an increasingly effective governing body. Governors are diligent in evaluating the quality of their own work and carry out their statutory duties effectively.
 - Governors have a good understanding of the quality of teaching, how this impacts on pupils' attainment

and progress and how this compares with the performance of other schools. They regularly review the schools' performance data and have benefitted from training in this area to enable them to ask more searching questions.

- They conscientiously set and review the headteacher's targets for improving the school.
- The governing body knows how additional funds, such as the pupil premium, are used. Dedicated governors are responsible for each area of additional funding.
- Governors are well informed about the link between staff performance and salary progression, including awards for additional responsibilities. They ensure that pay awards are fair and consistent, and that any underperformance is tackled appropriately.
- A governor with responsibility for safeguarding completes regular reviews of arrangements, ratifies them annually with the whole governing body, and provides training for all staff. This helps to ensure that all requirements relating to child protection and safeguarding are fully met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They enjoy coming to school and their positive attitudes in lessons make an important contribution to their good learning and progress. Pupils' conduct around the school and during play and lunch time is exemplary. Parents, staff and pupils agree that behaviour is good.
- Pupils are appreciative of their teachers and warm relationships pervade. They are confident that teachers help them when they have problems with their work, a typical comment being, 'teachers help us if we are stuck.'
- Pupils show respect and tolerance for each other's views and a high level of care for those who experience any kind of difficulty. They demonstrate a good understanding of different cultures through their topic work and collective worship.
- Pupils' response to the school's expectations of their behaviour and social development is good. They have good opportunities to take responsibility and learn about democracy through activities such as the school and eco councils and collective worship team. They also undertake 'Spot' jobs ('Super Pupils On Trust'). Some older pupils enjoy the opportunity to act as peer mentors. The whole school has been involved in raising funds for the Nepal Earthquake disaster organised by the school council.
- In lessons pupils are attentive, keen to respond to learning, and cooperate very well in paired work. Occasionally when the task they have been given is not hard enough, a few lose concentration.
- Pupils show respect for their school and its surroundings and resources. They are clearly proud of their work which is usually well-presented in their mathematics and English books but this is not always the case in other books such as for topic work and for guided reading.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are very positive about the care members of staff provide. There were frequent comments heard such as, 'All teachers are kind and friendly,' and, 'Teachers want us to be happy.'
- The school is exceptionally vigilant in ensuring its pupils understand how to keep themselves safe in a range of situations, such as near water, on the roads, and on the internet.
- Bullying of any form is not tolerated. Pupils are well aware of what constitutes bullying and the types of bullying those children of their age might meet. Records of behavioural incidents in school show that any problems are dealt with swiftly and effectively. Discussions with pupils and parents' views confirm that this is the case.
- Parents are extremely positive about the way their children are kept safe at school. Pupils say they feel safe and all age-groups, including children in the early years, demonstrate that they know how to stay

safe. For example before going to the woods to look for mini beasts children in the early years discussed potential hazards, such as tripping and stinging nettles and how to avoid these.

- The before and after school club 'Kidz Biz' ensures that children who attend are kept safe throughout the day and ready to learn.
- Members of staff are thoroughly trained in health and safety matters and check carefully that all activities pupils are to take part in are suitable and safe. All staff and volunteers are appropriately checked before taking up appointment therefore maximising the safety of pupils in the school.

The quality of teaching is good

- Pupils' learning during the inspection, their work in books and the school's own records show that teaching is good. This is enabling pupils to make good progress in all year groups.
- Pupils learn well because teachers have high expectations of what they could and should achieve. Teachers convey these well to pupils who enjoy rising to the challenges set. Combined with pupils' positive attitudes, this helps to ensure they achieve well.
- Teaching assistants are well-trained, briefed and organised. They are actively involved in teaching and learning as well as encouraging good behaviour. They contribute very effectively to the progress and attainment of the pupils they work with.
- High quality classroom environments both support and stimulate learning. Pupils work is celebrated through displays around the school, including excellent interactive displays for mathematics.
- The progress of disabled pupils and those who have special educational needs is carefully monitored by the special educational needs coordinator. Good liaison with parents and well-focussed work and support from teaching assistants ensures that these pupils also make good progress overall from their varied starting points.
- The achievement of the small number of disadvantaged pupils is carefully tracked and analysed. As a result these children also benefit from individual support, small group teaching and where appropriate lessons that modified to help them succeed.
- Pupils who speak English as an additional language and those new to learning English receive appropriate support in and out of class which enables them to make good progress.
- The teaching of mathematics is good. Pupils enjoy applying their mathematical skills to solve problems. A high level of challenge is provided, especially for the most able pupils. For example pupils in Year 6 were challenged to solve a problem aimed at much older pupils and were successful in this. A high proportion of pupils have been entered for the highest, Level 6, National Curriculum test this year.
- The teaching of reading is good. Pupils in the early years and Key Stage 1 learn about letters and the sounds that they make through well organised and well-resourced focussed teaching sessions. The development of reading areas in every classroom as well as around the school is having a positive impact and increasing pupils' enthusiasm for reading.
- The teaching of writing is improving and showing the impact of steps taken in recent years to change the way that writing is taught across the school. As a result of this consistent approach the quality of pupils writing is improving and they are making good progress. During the inspection this was evident from lesson observations and pupils' work in books.
- Teachers have good subject knowledge which is used to plan and promote learning in contexts that interest and engage pupils. Good use is made of regular assessment results to ensure that activities mostly challenge pupils of all abilities at the right level and maintain their good progress. Teachers work

together and with staff at other schools to check that their assessments are accurate. Very occasionally, when the most able pupils finish their work quickly, they are not given more challenging work soon enough.

- Most teachers provide high quality guidance when they mark books and this often includes detailed advice about how pupils can improve their work. Some excellent examples of pupils responding to this marking were also identified and pupils enjoy using their purple pens to do this. However opportunities for this to happen, in keeping with the whole school marking policy, are not consistently well developed across the school. The quality of marking in some topic books is not as high as in maths and English books.

The achievement of pupils

is good

- Pupils' attainment in reading, writing and mathematics at the end of Key Stage 2 has been broadly in line with the national average in recent years. The school's current assessment data and inspection evidence shows that pupils in the current Year 6 are on course to secure higher levels of attainment and in particular that a higher proportion of pupils are already working at the higher levels.
- Leaders' action to improve teaching has ensured that pupils' progress in all subjects, which dipped last year at the end of Key Stage 2, recovered quickly. Progress is now good in all year groups. The proportion of pupils who made the expected progress for their age across Years 3 to 6 in reading, in 2014, was close to that seen in schools nationally. The proportion making better than expected progress was below this. In writing both the proportions of pupils making expected progress and more than expected progress were below national figures. In mathematics the proportion of pupils making expected progress was above that seen nationally whilst the proportion making better than expected progress was below this. Current progress information for the Year 6 cohort shows that for all three subjects they are on track to be at least in line with national figures for expected progress and exceed those for better than expected progress.
- Attainment at the end of Key Stage 1 dipped slightly in 2014; however most pupils made good progress across the key stage from lower starting points at the end of the Reception year than has historically been the case. Current data and work in children's books indicate that attainment is set to rise at the end of Key Stage 1 this year, with more children attaining the higher levels.
- The increasing number of pupils who speak English as an additional language, including many who are new to learning English, are well supported. As a result, they make rapid progress in learning English and good progress from their starting points.
- In 2014 at the end of Key Stage 2, there were too few disadvantaged pupils to make meaningful comparisons of any attainment gap between this group and other pupils nationally. However disadvantaged pupils benefit from a range of support and additional teaching and as a result many are making accelerated progress in reading, writing and mathematics across the school.
- The small numbers of disabled pupils and those with special educational needs generally make good progress. This is because the support and extra teaching they receive are well structured and focussed on their particular needs.
- In 2014 the most able pupils made the progress expected of them in reading and mathematics but not in writing by the end of Year 6. Current data and inspection evidence show that the most-able pupils are on track to exceed the previous Year 6 in reading, writing and mathematics. This is largely because of improved teaching and higher expectations. Occasionally in a minority of other year groups the progress of the most able pupils slows when the work is too easy for them.

The early years provision

is good

- Children start at the school with knowledge skills and understanding that are broadly typical. This year good progress means that a higher proportion than is seen nationally will reach expected levels by the end of the year. This means they are well-prepared for entry to Year 1. Data from the school tracking system supports this and it is also endorsed by the local authority, following statutory checks on the accuracy of

the school's assessments. Good relationships with the various pre-school providers and with parents and carers ensure that transition to the Reception class is smooth.

- The leadership and management of the early years setting is good. Well-planned opportunities across all areas of learning help children to develop a good understanding of the world around them. This includes good use of the school's wildlife area to cultivate interest in scientific discovery.
- Phonics skills are taught well in the Reception class. Staff have good knowledge of the sounds that letters make and convey this to children very effectively. They use a range of colourful and interesting resources to support their teaching. This contributes well to the development of children's early reading skills.
- Children's personal and social skills are developed well. Adults create a safe and caring environment for them. Children are polite and behave exceptionally well. They pay attention to adults and respond quickly to instructions from teachers and other adults. As a result no learning time is lost.
- Activities within the classroom are planned to provide a good balance of adult-led learning as well as choices for children to make on their own.
- Detailed learning journeys are routinely shared with parents so that they are kept well-informed of the progress that their children are making.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110822
Local authority	Peterborough
Inspection number	456033

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Bob Smith
Headteacher	Jackii Crockett
Date of previous school inspection	13 September 2011
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