

# Paston Ridings Primary School

## Inspection report

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<b>Unique Reference Number</b>	110778
<b>Local Authority</b>	Peterborough
<b>Inspection number</b>	356815
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Joy Considine

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	373
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Victoria Thomson
<b>Headteacher</b>	Stephen Gash
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Paston Ridings Peterborough PE4 7XG
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## Introduction

This inspection was carried out by three additional inspectors. They observed 26 lessons taught by 16 teachers and they held meetings with parents and carers, groups of pupils, staff and members of the governing body. They observed the school's work, and looked at school improvement plans, pupils' assessment and tracking information, minutes from governing body meetings and other documentation including that relating to safeguarding. Additionally, they analysed questionnaires received from 82 parents and carers, as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the school has done to raise attainment in reading, writing and mathematics at Key Stage 1.
- What the school has done to ensure that pupils make equally good progress in both English and mathematics
- How well the school meets the learning needs of all pupils, including those who are more able.
- How effectively school leaders evaluate provision to identify appropriate plans for improvement.

## Information about the school

The school is much larger than most primary schools and serves pupils from the local community. The proportion of pupils known to be eligible for free school meals is higher than average. The proportion of pupils from ethnic minority groups and who speak English as an additional language is low. The percentage of pupils who have special educational needs and/or disabilities is higher than in other schools. There is provision for children in the Early Years Foundation Stage in the reception classes and there is a breakfast club managed by the governing body.

The school has gained a number of awards, including Basic Skills Quality Mark and Healthy Schools status. There have been some significant disruptions to the staff team since the last inspection. The school is currently undergoing a major building programme to provide additional accommodation in preparation for expansion to become a three-form entry primary school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Despite significant disruption caused by staff changes and by the extensive building work, senior leaders have worked hard to ensure that the school continues to run smoothly on a day-to-day basis. Pupils' attainment at the end of Year 6 has risen significantly and is now above average in mathematics and average in English. Most pupils, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Pupils make satisfactory progress in Key Stage 1 but attainment in writing is lower than that in reading and mathematics. This is because teachers' plans focus too much on the subject of the writing rather than the development of specific skills such as sentence construction and composition.

Pupils enjoy school and say they feel safe and well cared for and this is reflected in their good attendance. They behave well and they enjoy contributing to the school and the wider community by taking on responsibilities and initiating collections for charities both at home and overseas. Pupils' spiritual, moral, social and cultural development is good. Pupils reflect on moral issues and they have a good understanding of the need to respect the rights and beliefs of those from other backgrounds.

There are some slight variations in the quality of teaching between year groups, but it is good overall. In the best lessons, teachers plan work that is well matched to the needs of pupils with a variety of activities that challenge and inspire them. However, in a few lessons, teachers provide pupils with simple photocopied worksheets that do little to challenge or engage them. Teachers make good use of new technology to engage the interest of pupils and so pupils behave well. In the very few less effective lessons, teachers do not have high enough expectations of what pupils can achieve, particularly those who are more able. The curriculum meets all statutory requirements and has a good range of enriching experiences to motivate and engage pupils. The quality of care, guidance and support is good. The school provides a safe and welcoming environment for pupils and arrangements to protect pupils are good.

The quality of the provision in the Early Years Foundation Stage is satisfactory. Although staff have created an attractive environment, children do not always make enough progress in some aspects of their development because the activities planned lack challenge and pace. This is because staff do not make enough use of information from assessment to plan learning experiences to meet the children's needs. The new leader already has plans to improve provision when children move into the new purpose-built accommodation in the autumn term.

School leaders are ambitious and work hard to secure improvement. Their systems for self-evaluation are robust, giving them an accurate view of the school's strengths and weaknesses. Planning for improvement is specifically linked to improving teaching and to securing outcomes that are at least good for most pupils. There have been some notable

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improvements since the last inspection, particularly the rise in attainment, and this shows that the school has good capacity to improve further.

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

- Improve attainment in writing at Key Stage 1, so that it matches that in reading and mathematics by:
  - providing pupils with more opportunities to record their work independently and to practise their writing skills
  - making better use of information from assessment to plan lessons so that pupils learn writing skills such as sentence structure and composition sequentially.
- Improve the quality of teaching so that it is consistently good or better across all year groups by:
  - raising teachers' expectations of what pupils can achieve, particularly those who are more able
  - marking pupils' work more effectively to show pupils what they have done well, to identify their next steps in learning and to provide time for pupils to respond to the comments
  - making sure that in all lessons, pupils are given learning activities that inspire and engage them.
- Improve the provision and outcomes for children in the Early Years Foundation Stage by:
  - making and recording more accurate assessments of their achievements
  - using information from assessment to plan learning activities that are more closely matched to their developmental needs.

## Outcomes for individuals and groups of pupils

**2**

In most lessons, pupils are expected to work hard and by the end of Year 6 they make good progress in English and mathematics. The school has achieved the Basic Skills Quality Mark in response to their efforts to raise attainment. Attainment is higher in mathematics than it is in English but the gap has closed considerably this year. Although pupils make good progress overall, in a small minority of lessons where teaching does not challenge pupils, their progress slows. For example, in a few lessons, pupils complete photocopied resource sheets which call for very little intellectual or creative effort. Pupils at Key Stage 1 are now making satisfactory, and occasionally good, progress in reading and mathematics. Their progress in writing is slower. This is because their skills in writing complex sentences to engage the interest of the reader are not well developed. Pupils who have special educational needs and/or disabilities make good progress from their starting points because they receive good support in class and in small groups. Pupils who speak English as an additional language make good and sometimes outstanding progress owing to the effective support from skilled teaching assistants.

Pupils are friendly and considerate and they get on well together. They have a good understanding of the need to adopt a healthy lifestyle and are fully aware of the dangers

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posed by substance abuse. They enjoy the wide variety of extra-curricular activities that help them to stay fit and healthy, and they are proud of having received the Healthy Schools status. They say there is little bullying and that adults intervene swiftly on the rare occasion an incident arises. In addition to contributing to their school community, they also enjoy singing to local elderly residents and they are involved in the Green Carpet Film Awards in Peterborough. They initiate fund raising through cake sales and mufti days to raise money for good causes such as the Haiti disaster and the National Society for the Prevention of Cruelty to Children. Their good achievements in English and mathematics coupled with their well developed personal skills contribute to their well-being and prepare them effectively for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

In most lessons, teachers adopt imaginative methods and use resources which capture pupils' interest. In a few lessons, independent activities lack challenge and are too easy for some pupils. Most teachers use information from assessment to plan lessons that are well matched to the learning needs of pupils, but this practice is not consistent in all classes. Although most teachers provide detailed comments when they mark pupils' work to tell pupils what they have done well and how they can improve their work, this is inconsistent across the school. Additionally, not all teachers allow pupils time to respond to the detailed comments they make to help pupils take the next steps in their learning. In the best

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lessons, teachers set clear learning intentions so that pupils understand what they are expected to learn. In these lessons, the pace is usually lively, and teachers use a good range of questions to probe pupils' understanding and extend their ideas. This has been particularly effective in improving pupils' writing at Key Stage 2.

The curriculum is well planned and meets the needs of most pupils, although occasionally, there is not enough challenge for the more-able pupils. The school's partnership with local schools has enabled it to develop a cross-curricular approach which combines learning skills with subject knowledge. Each curricular theme is introduced by an event, such as a visit, and this engages pupils' enthusiasm. For example, pupils have visited Cadbury World and Woburn Safari Park. Additionally pupils in Year 6 have the opportunity to participate in a residential visit to Scarborough. Provision for information, communication and technology (ICT) is good with all pupils accessing computers for up to two hours each week. There is a good range of activities such as football, music and art available for pupils at the end of the day to add to their enjoyment.

The care, guidance and support provided for pupils are good. One parent/carer wrote, 'I am very impressed with the way in which the school has taken my son's special needs into account.' There are good systems to identify pupils who have additional needs and to provide good-quality support for them. The school makes good use of external partners, including educational psychologists, speech and language therapists and the school nurse, to help meet the needs of pupils whose circumstances may make them more vulnerable than others. Pupils who attend the breakfast club get off to a good start with nutritious food and a good range of purposeful activities. Arrangements for child protection are good with all staff receiving good-quality up-to-date training.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

School leaders have successfully overcome some significant challenges this year and have secured good teaching which has led to good progress for most groups of pupils. This is because teamwork is strong and all members of staff share a common sense of purpose. Systems to evaluate provision are used well to establish priorities for improvement and involve all staff and governors. The governing body receives high-quality information from the school which enables it to monitor and challenge the work of the school, to discharge its statutory responsibilities effectively and to ensure good value for money. It is well placed to take an even more active role in shaping the vision and direction of the school.

School leaders value the partnerships they have established with external agencies, such as occupational health, which provide them with additional expertise to help them to meet

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the needs of pupils. Most parents and carers are supportive of the school. Staff provide them with a good range of useful information to help them support their children's learning at home. The principle of equal opportunities underpins all aspects of the school's work and remaining gaps in the progress made by different groups of pupils are closing rapidly. The school celebrates diversity well, and discrimination on any grounds is not tolerated. Arrangements for safeguarding are good and all adults who visit school are checked carefully. School leaders have a good understanding of the context of the community and are developing more opportunities to raise pupils' awareness of the lives, faiths and beliefs of those who are from more diverse parts of the United Kingdom and the wider world. The governing body recognises this and has plans to take forward this aspect of work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start school with skills and knowledge below that expected for their age. They make satisfactory progress in the Reception classes. They behave well and they have established good relationships with each other and with adults. They are able to share and to take turns and enjoy the variety of activities that adults plan for them. For example, they made boats which they tested to see how well they floated. They make good progress in their personal and social development as well as in their creative and physical development and their knowledge and understanding of the world. Their literacy and numeracy skills are less well developed and this is something the school has identified and has appropriate plans to improve.

The quality of teaching is satisfactory. There are some inconsistencies in the way in which children's attainment is assessed and recorded and this has led to uneven progress in some areas of learning. Some of the activities that teachers plan lack challenge and pace

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and this slows the children's progress. The reception classrooms are bright and attractive with an adequate range of resources to meet the developmental needs of children. Children feel safe in school because adults care for them well. Although the current building development has temporarily taken up some of the Early Years Foundation Stage space, staff have made adequate use of what remains to provide children with outdoor access. The leader has a satisfactory understanding of Early Years Foundation Stage practice and is working with staff to improve the provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Twenty-two per cent of parents and carers returned the questionnaire which is lower than average. Of those who returned the questionnaire, most believe that their children enjoy school, that teaching is good and that they are well informed about their children's progress. Most felt that their children were safe at school and that the school helps their children to have a healthy lifestyle. A very small minority of parents and carers felt that the school does not take their suggestions and concerns into account and that the school does not always deal with unacceptable behaviour. During the inspection, pupils behaved well in lessons and in the playground. The school does have a very small number of pupils who find it difficult to manage their behaviour, but there are clear systems in place to support these pupils. The school can point to examples of where they have consulted parents and responded to their suggestions.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paston Ridings Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 373 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	57	31	38	3	4	0	0
The school keeps my child safe	49	60	32	39	1	1	0	0
My school informs me about my child's progress	36	44	39	48	6	7	1	1
My child is making enough progress at this school	37	45	36	44	7	9	1	1
The teaching is good at this school	40	49	37	45	5	6	0	0
The school helps me to support my child's learning	36	44	37	45	7	9	1	1
The school helps my child to have a healthy lifestyle	37	45	40	49	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	45	40	49	5	6	0	0
The school meets my child's particular needs	34	41	37	45	7	9	1	1
The school deals effectively with unacceptable behaviour	38	46	32	39	8	10	1	1
The school takes account of my suggestions and concerns	37	45	32	39	10	12	1	1
The school is led and managed effectively	40	49	37	45	3	4	1	1
Overall, I am happy with my child's experience at this school	42	51	33	40	5	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 July 2011

Dear Pupils

**Inspection of Paston Ridings Primary School, Peterborough, PE4 7XG**

Thank you for making us so welcome when we visited your school. We enjoyed meeting you all and listening to what you had to say. We have judged your school to be good. Your teachers care for you well and they provide you with some interesting lessons that help most of you to make good progress. You told us that you enjoy the trips and visits that you make to places such as the Safari Park at Woburn Abbey. Your school leaders have some plans to make your school even better. Although your teachers mark your work, they do not always tell you how you can improve. We also found that in a few lessons, the activities for you are too easy. To make your school even better we have asked your leaders to:

Provide you with interesting and challenging learning activities that meet all of your needs.

Ensure that when teachers mark your work they tell you what you have done well and what you need to do to improve, and give you time to respond to their marking.

Make sure that pupils in Key Stage 1 have more opportunities to write independently and practise their skills, especially in writing sentences and composing stories.

I am sure you will all do you can to help your school leaders to make your school even better and I wish you all the very best for the future.

Yours sincerely

Joy Considine

Lead Inspector

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