

# Fen Ditton Primary School

Horningsea Road, Fen Ditton, Cambridge, CB5 8SZ

**Inspection dates** 11–12 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards at the end of Year 6 declined from above average at the time of the last inspection to average in 2014. Fewer pupils made better than expected progress in reading and writing than in schools nationally.
- Attainment at the end of Year 2 was below average in writing and mathematics in 2014 and low in reading.
- There has been too much variation between the attainment and progress of different groups of pupils. Pupils' progress is not consistently good in all classes, especially in mathematics.
- Teaching has not been good enough over time to promote consistently good progress. Teachers do not always set pupils work that provides the right level of challenge for all the class so that some make less progress than they could.
- The leadership of teaching requires improvement. Leaders with responsibility for aspects of the school's work, including subjects, are not all contributing effectively to raising achievement and improving teaching.
- Data on pupils' progress have not been used well enough to eliminate teaching that requires improvement or to identify exactly in what way it needs to be improved.
- The tracking of children's progress in the early years is not as clear as it could be.

### The school has the following strengths

- Provision in the early years is good. Attainment is gradually rising and children are currently making good progress.
- Results in the Year 1 screening of pupils' knowledge of the sounds that letters make (phonics) rose to above average in 2014.
- Pupils are on track to obtain improved results at the end of Year 2 and Year 6 this year.
- Pupils behave well and feel safe in school. They enjoy school and are eager to learn.
- The curriculum is stimulating and promotes pupils' personal development well.
- The headteacher has provided good leadership in a number of areas of the school's work, and he receives good support and challenge from the governing body. This has begun to improve teaching and raise achievement.

## Information about this inspection

- The inspection team visited 20 lessons across all classes. In combination with looking at pupils' books, talking to them and checking their progress over time, this provided a balance of evidence on teaching and learning. An inspector heard some pupils at Key Stage 1 read and looked at playground arrangements. An assembly was also observed.
- Meetings were held with the headteacher, the assistant headteacher, and leaders with responsibility for other aspects of the school's work. Informal discussions took place with some other staff. A meeting took place with the Chair of the Governing Body and the previous Chair, and discussions were held with a representative of the local authority.
- Inspectors considered the 36 responses to the online survey, Parent View, and the 21 questionnaires completed by staff.
- The inspection team observed the school's work and looked at a range of documentation. This included the school's self-evaluation and development plans; records of pupils' attainment, progress, behaviour and attendance; and systems for protecting and safeguarding pupils.

## Inspection team

Margaret Goodchild, Lead inspector

Additional Inspector

Shelagh Harvey

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school but has increased in size since the last inspection, when there were 149 pupils on roll.
- Children in the early years attend full time.
- The proportion of pupils of minority ethnic heritage is slightly below average, as is the proportion who speak English as an additional language.
- The proportion of disadvantaged pupils eligible for pupil premium funding is broadly average. Pupil premium funding is for the education of pupils in the care of the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is a little above average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Three new class teachers joined the school at the beginning of the last academic year. A further part-time teacher took up post in September 2014 and another in January 2015.
- A new Chair of the Governing Body took over the role at the beginning of this term.

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

- Improve the quality of teaching by making sure that teachers always provide the right level of challenge for all groups of pupils in their class, especially in mathematics.
- Raise achievement throughout the school by increasing the proportion of pupils who make better than expected progress and ironing out inconsistencies in the progress of different groups.
- Strengthen leadership and increase the drive for school improvement by:
  - making greater use of what data reveal about pupils' progress when judging the quality of teaching and identifying more precisely where teaching needs to be improved
  - conveying higher expectations to teachers about the need always to give different groups of pupils work that is neither too easy nor too difficult
  - developing the role of teachers who have responsibility for aspects of the school's work, including subjects, so that they make a greater contribution to raising pupils' achievement
  - simplifying the way tracking data is organised in the early years so that it is easier to see how much progress children are making.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because leaders have not ensured that teaching has been good enough over time to enable pupils to make consistently good progress. Staff morale is high and all the current teachers have the capacity to be consistently good or better, but the leadership of teaching has not been focused enough to eliminate teaching that requires improvement.
- The school has developed very good systems for analysing data at Key Stages 1 and 2, and its own evaluation rightly judges that pupils' achievement requires improvement. The school's data and evaluation identify how well different groups of pupils are achieving in each year group, and pinpoint where some groups have made less progress than others. Senior leaders' evaluation is less accurate, however, in relation to teaching. This is because they have not focused closely enough on what data and other evidence reveal about the impact of teaching on learning.
- Detailed notes from senior leaders' checks on teachers' performance include lessons where work was not challenging enough for some pupils. While leaders have used this information to advise teachers about strengths and weaknesses in the lessons seen, they have not used it to set clear whole-school expectations. There has not been a strong enough message to teachers about the importance of matching work to what pupils need to learn next for all groups in their classes.
- The headteacher is passionate about making the school as good as possible and he has provided effective leadership in a number of areas. Changes in staffing since the last inspection have meant that he has not always had enough support from teachers with responsibility for specific aspects of the school's work. Subject leaders have not all made as big a contribution as they should to raising achievement and improving teaching. In addition, some teachers took on new responsibilities for leading subjects at the beginning of this academic year and their role is at an early stage of development.
- The findings from data analysis and termly meetings to discuss the progress of individual pupils have enabled leaders to identify where extra support is needed. This has gone some way towards ensuring that pupils receive equal opportunities and that there is no discrimination.
- The school is now making very good use of its pupil premium funding. The appointment of two high quality teachers with responsibility for working with disadvantaged pupils and others who need extra help has been a very good move. This is already helping the school to narrow the gap between the achievement of these pupils and their classmates.
- The school makes good use of its primary physical education and sport premium. It has used the funding to enable pupils to work with specialist coaches and to provide training for teachers. It has provided balance bikes and scooter training in Reception and Year 2, and far more pupils are now taking part in sports clubs to develop their skills.
- The school provides pupils with stimulating and varied experiences and leaders have done a great deal of successful work to ensure its provision complies with changes in the National Curriculum. Pupils have good opportunities to take part in a range of musical, sporting and cultural activities, and the school makes careful provision for pupils with particular gifts and talents.
- Leaders have established an atmosphere where pupils are expected to behave well so that teachers can focus on teaching. The school promotes pupils' spiritual, moral, social and cultural development well. It instils in pupils the importance of good relationships and of showing tolerance towards others. It promotes British values effectively and prepares pupils well for life in modern British society, for example, through events such as 'diversity day'.
- The school works very well in partnership with parents. The school website includes valuable information and parents are involved appropriately in their children's learning. The appointment of an inclusion

assistant to work with the parents and families of those eligible for pupil premium funding is helping to promote these pupils' achievement. There are also closer links now with the parents of disabled pupils and those who have special educational needs.

- The school has good systems in place for safeguarding pupils. Leaders carry out careful checks on all adults who work with the pupils and make sure that staff are appropriately trained in how to protect pupils and keep them safe. Thorough systems are in place for identifying possible risks associated with different activities, and the school works effectively with other agencies to safeguard pupils.
- The local authority has provided effective support for the school. It meets regularly with senior leaders to discuss data and produced a useful review of provision for pupils eligible for the pupil premium earlier this year.

#### ■ The governance of the school:

- Governance is effective. Governors know what data reveal about the school's performance, and they have provided a good deal of challenge to leaders to improve the progress of pupils who have done less well than others. Members of the governing body are well informed about the school's work because they conduct regular visits to gather information for themselves, mostly linked to priorities in the school development plan. They hold detailed discussions about the achievement of pupils eligible for the pupil premium at every full governors' meeting. In addition, there has been a recent governor visit to look at the new support for pupils eligible for this funding to check that it is being used effectively.
- As well as information gleaned from their own visits, governors receive details from the headteacher about the quality of teaching and how teachers' performance is monitored. Its members have asked questions to try to make sure actions to move teaching forward, including tackling underperformance, are going to be effective and to check that the best teaching is rewarded.
- The governing body has monitored its own effectiveness, and governors are ambitious for the school. They are very determined to work even more closely with senior leaders to bring about improvement.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. They are eager to learn and apply themselves well in lessons. They usually produce a good amount of neat and well-presented work.
- Pupils have very positive relationships with their teachers and with one another. They follow instructions, and are attentive and co-operative. They say that their teachers encourage them to keep trying, and they appreciate the importance of school, saying, 'It's good to learn'.
- Teachers manage pupils' behaviour well and there are well-established routines. Most parents who responded to Parent View said that their children are well looked after and that behaviour is good.
- In the playground, pupils play well together. They are considerate and kind to one another and older pupils support younger ones to ensure everyone gets on well together.
- The school has worked effectively in recent years to improve pupils' attendance. Whereas the attendance rate has been broadly average since the last inspection, it is above average this year.
- In lessons where pupils receive a high level of challenge, as in mathematics in the Year 5 and 6 class, they are very enthusiastic and focus exceptionally well. In contrast, when work does not provide the right level of challenge, pupils sometimes disengage with the lesson and become bored, although they have good self-control and do not disrupt others' learning.

#### Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and they have a good understanding about how to stay safe. They have had a lot of lessons and tests on how to avoid risks when using computers and feel able to discuss any concerns with their teachers.

- Pupils have a good awareness of the different forms of bullying, including cyber-bullying. There are very few incidents of inappropriate behaviour or bullying, but pupils say that there is a bit of name calling which is dealt with promptly by the school.

### The quality of teaching

### requires improvement

- Teaching requires improvement and has not enabled pupils to make as much progress as they could have done over time. There are some outstanding aspects of teaching now and many that are good, but lesson observation and pupils' books show that there is still too much that requires improvement. A key weakness is that teachers do not make enough use of information about what different pupils can already do when planning their lessons.
- The teaching of mathematics requires improvement and pupils' books confirm that work does not always provide the right level of challenge for different groups of pupils. In particular, the most able are not always stretched enough because they do work that is the same or too similar to that given to the rest of the class. At other times, some pupils leave work unfinished because they find it too difficult. The school has recently identified the need to provide training for staff in how to use practical equipment to raise achievement in mathematics.
- The teaching of reading has not been consistently good over time but it is generally good now, including in the early years and at Key Stage 1. Activities are varied in guided reading sessions and pupils who are directly supervised by the teacher or teaching assistant make good progress. Those who work without supervision tend to do less well, however, as in a lesson at Key Stage 2 where some pupils were unclear about what they were meant to do. As the teacher did not check how well they were doing, they made little progress, and others who worked unsupervised made fewer gains in learning than they could have done.
- The teaching of writing has improved. Teachers give pupils good opportunities to redraft and improve their work, and to practise their writing in topic work. Teachers communicate high expectations to pupils about their handwriting and how they should present their work, so that these are areas of strength. Again, there are times, however, when all pupils do the same or almost the same written tasks regardless of their ability, so that some make less progress than they could.
- Since the last inspection, the teaching of pupils eligible for the pupil premium has not promoted their achievement as well as it could have done and disabled pupils and those who have special educational needs have not always had their needs met. This has improved a great deal recently and the school has established more support groups for both groups of pupils and for others at risk of underachieving.
- Teaching in the support groups run by the newly appointed teachers funded through the pupil premium is of high quality. In a literacy support lesson in Years 5 and 6, teaching was very carefully structured, the teacher used resources to very good effect and pupils made outstanding progress, producing very thoughtful written work. Their books showed that this tightly structured teaching is the norm in these support sessions.
- In class, teaching assistants are generally used well and provide effective support for disabled pupils and those who have special educational needs. At times, however, teachers set work that presents a bit too much challenge for less-able pupils.
- Teachers generally have good subject knowledge and, in Years 5 and 6, the teacher's excellent knowledge of mathematics is key to the high expectations she conveys to pupils. She is skilled at using questioning to refine pupils' thinking and matches work very closely to the needs of different groups. In a lesson during the inspection, the most able pupils were challenged to write algebraic expressions for calculations, middle ability pupils tackled two-step problems and less-able pupils worked with the teaching assistant on percentages. All groups made outstanding progress.
- The school has done a lot of work since the last inspection to improve the way teachers mark pupils' work,

and marking is now good. It makes clear how well pupils have done and what they could do to improve. Pupils usually respond well to teachers' comments and have good opportunities to assess their own work.

### **The achievement of pupils** requires improvement

- Since the last inspection, there has been a declining trend in the school's results at the end of Year 6 compared with the national average. Standards were above average at the time of the last inspection but broadly average in 2013 and 2014 in reading, writing, mathematics and English grammar, punctuation and spelling. The proportion of pupils making expected progress in 2014 was average in reading and writing, but the percentage making better than expected progress was below average. In mathematics, the most-able pupils made outstanding progress but other groups made less progress than their counterparts in schools nationally.
- In recent years, there has been a significant gap at Key Stages 1 and 2 between the attainment of disadvantaged pupils and that of their classmates. In 2014, the attainment of the former group was low in reading, writing and mathematics at the end of Year 2, where the gap widened between these pupils and the rest of the class. There were too few pupils eligible for the pupil premium in Year 6 last year to report their attainment without the risk of identifying individuals. The school's own data show that there have been gaps at Key Stage 2 in various year groups between the achievement of disadvantaged pupils and the rest of the class.
- Children join the early years with attainment that is broadly typical for their age but many have skills that are low in speaking and listening, reading, writing and mathematics, and in some aspects of their personal, social and emotional development. The proportion of children achieving a good level of development at the end of their time in Reception has been below average since the last inspection, and only a minority of children have been well prepared for Year 1. Attainment has been improving gradually year by year, however, and children in the early years are now making good progress.
- The school's results in the Year 1 screening of pupils' knowledge of sounds and letters (phonics) were below average in 2013 but improved in 2014, when they were above average. Nevertheless, the proportion of pupils who successfully retook the test in Year 2 in 2013 and 2014 was below the national average.
- Pupils' attainment at the end of Year 2 has fluctuated between average and below average since the last inspection. It was below average in writing and mathematics in 2014 and low in reading. The school's data show that pupils are on track to reach average standards in reading, writing and mathematics at the end of Year 2 this year, indicating good progress from when they moved up to Year 1. Girls are currently making faster progress than boys in Year 1 and progress is better in Year 2 in reading and writing than in mathematics.
- The school's own data show that pupils in the current Year 6 have made outstanding progress during their time at Key Stage 2 in mathematics and reading and good progress in writing. In other classes at Key Stage 2, progress has been more variable and generally better in reading and writing than in mathematics though the school's own data suggest most groups of pupils are now on track to make at least expected progress by the time they reach the end of Key Stage 2.
- The school has taken decisive action this year to raise the achievement of disadvantaged pupils. Since September 2014, these pupils have been making better progress than in previous years in reading, writing and mathematics, and generally better progress than their classmates. This is as a result of the high quality teaching provided by the two newly appointed teachers with responsibility for working with these and other groups at risk of underachievement.
- Disabled pupils and those who have special educational needs have not always made as much progress as their classmates but they are now making similar progress to other pupils. They, too, have benefited from the increase in support sessions and make good progress when working in small groups with teaching assistants.

- The achievement of the most able pupils was outstanding in mathematics last year in Year 6, when they reached high standards. These pupils are currently making exceptionally good progress in the Year 5 and 6 class in reading, writing and mathematics, with even higher expected results in mathematics this year. The progress of the most able pupils is more variable in other classes, because work is not always challenging enough for them. Lesson observation and work in pupils' books show that teachers sometimes give them work that is the same or too similar to that set for the rest of the class. When this happens, they make less progress than they could.

### The early years provision

is good

- The early years is led and managed well, and the school has made good progress in improving provision since the last inspection. The indoor and outdoor areas now provide a good range of motivating activities, and the school is well resourced with equipment to support children's learning. Achievement is now good.
- There are effective systems for collecting information about children's skills when they start school. Staff involve parents well in their children's assessment and learning. Planning is detailed and activities are matched to the next steps in learning for different groups. Good support is provided for children who need extra help with their speaking and listening.
- Teaching is of good quality and is helping to ensure that children are better prepared for moving up to Year 1 than in recent years. Teaching motivates children so that they enjoy learning and it promotes their personal, social and emotional development well. Pupils behave well and become absorbed in the activities provided. They clearly feel safe and have trusting relationships with the adults who work with them.
- The most able children write simple sentences and make good use of their knowledge of the sounds that letters make to spell new words. Other children are learning to form their letters and beginning to combine letters to resemble words. A group of boys engaged in enthusiastic role play in the 'police station' and 'incident forms' provided a good opportunity for them to write for a purpose.
- Children are able to count well, in many cases up to or beyond 20, know how many are left when one or two are taken away, and are learning how to write numbers. Some children are able to estimate how many objects are present without counting them.
- Staff produce very detailed observations and weekly records of children's attainment so that learning journals provide a good picture of their development. However, the system for tracking children's progress is not as clear as it could be to enable staff to recognise quickly any emerging patterns in children's learning.

## 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

<b>Unique reference number</b>	110605
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	456027

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

<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>	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Leigh Roberts
<b>Headteacher</b>	Richard Moore
<b>Date of previous school inspection</b>	10 May 2012
<b>Telephone number</b>	01223 292342
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