

Eynesbury Church of England C Primary School

Inspection report

Unique Reference Number	110820
Local Authority	Cambridgeshire
Inspection number	337582
Inspection dates	10–11 June 2010
Reporting inspector	Nick Butt

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Mr Karl Wainwright
Headteacher	Mrs Helen Rouse
Date of previous school inspection	22 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed nine teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring, such as lesson observations, analysis of pupils' work and other assessment information. Inspectors scrutinised inspection questionnaires returned by 58 parents and carers, and by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what the school is doing to raise standards in Key Stage 1, particularly in writing
- how the curriculum has developed since the last inspection in its creativity and relevance to pupils
- how effective leaders and managers are in monitoring the work of the school and focusing on key priorities for improvement.

Information about the school

This is an average-sized primary school in the centre of a busy market town. Early Years Foundation Stage provision is in the Nursery and a Reception class. Most pupils are of White British heritage. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average, although the number with statements of special educational needs is significantly above average. The school has the Activemark award. The school runs an after-school club that was celebrating its fifth birthday during the inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Eynesbury is a satisfactory school. It is improving, as the headteacher and deputy headteacher have a passion to lead it forward. Good elements to its work include provision in the Early Years Foundation Stage and the pupils' spiritual, moral, social and cultural development. This is a caring school that has gained a reputation for working successfully with pupils with a range of complex needs, especially in supporting those with disabilities. Parents and carers speak well of the school, a typical response being, 'The school has a warm friendly feel to it.'

Pupils make satisfactory progress from their starting points, although the rate of progress varies. Year 6 pupils have made good progress to reach broadly average standards. However, some year groups have made progress that is more satisfactory than good due to past, unsettled periods because of staffing difficulties. The groups making less progress have to catch up now. Writing standards are below average, especially at Key Stage 1, because pupils do not have sufficient opportunities to write at length across a range of subjects. While the school has put in place various strategies to try to improve writing, the impact of these steps has not been measured sufficiently robustly.

The quality of teaching is satisfactory, with some good elements, but not enough of it is consistently good. Pupils are keen to learn and enjoy good relationships with staff. Lessons have clear objectives and questioning is often probing. However, slow pace and issues in classroom organisation in some classes reduce the progress of learning at times. The marking of pupils' work is varied, so that pupils are not always shown how to improve. Curriculum enrichment is good, with an interesting mix of activities that promote pupils' enjoyment of music, sport and the arts. The development of the curriculum to become more creative and responsive to pupils' needs is at an early stage. The school's family ethos and support of Christian values, which puts the individual child at the centre of its work, goes to the heart of the vision embraced by its leaders and managers. Excellent safeguarding arrangements ensure that the well-being of pupils is paramount. The school's leadership has promoted partnerships with parents and carers and others well, to the benefit of pupils' personal development and to ensure that their pastoral needs are exceptionally well met. Self-evaluation is satisfactory but not based on sufficiently rigorous and systematic monitoring, so that strategic plans identify too many priorities, rather than concentrating on the key ones. The plans focus too much on actions to be taken, rather than on the desired outcomes for pupils' learning. Based on the impact of the school's work on pupils' personal development and learning to date, the school's capacity for further improvement is satisfactory.

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What does the school need to do to improve further?

- Raise standards in writing across the school, especially at the end of Key Stage 1 by:
 - measuring the impact of strategies to improve attainment
 - increasing the opportunities for pupils to write across a range of subjects.
- Improve the consistency in the quality of teaching and learning by:
 - ensuring all lessons are at least good or better
 - ensuring marking shows pupils how to improve.
- Increase the effectiveness of leaders and managers at all levels by:
 - implementing plans to make monitoring more rigorous and systematic
 - focusing on key priorities and setting measurable targets for improvement.
 - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their learning and are keen to take part in lessons. Year 2 pupils relished the challenge of placing aliens in order of height, based on a limited number of facts, which provoked some stimulating discussion about whether Issie was taller than Zog. Year 3 pupils were absorbed in designing comic strips around the character of 'Traction Man', based on their research into the common features of the genre. This work showed imagination, as in the 'stampede of the staplers', a phenomenon that threatened to unhinge the most determined superhero.

Pupils enter the Nursery with levels of skills and abilities often below those expected for their age, especially in speech and communication and in social and emotional development. They make rapid, initial progress because of extremely effective teaching in the Nursery. Achievement throughout the school is satisfactory overall, even though the rate of progress is uneven. Where cohorts of pupils have had stable and sustained provision, such as Year 6 in 2009, they do well. At other times, long-term sickness and difficulties recruiting temporary staff have led to slower progress for pupils in two year groups. Standards in writing are not high enough because pupils have not done enough extended writing in different subjects of the curriculum. Pupils with special educational needs and/or disabilities make satisfactory progress.

Pupils say they feel safe at school and get on well together. They behave well and enjoy taking responsibility, such as being play leaders and members of the school council. The award of the Activemark recognises pupils' commitment to sport, as they take part in a wide range of activities, including gymnastics and table-tennis. Pupils have a good understanding of healthy lifestyles and, increasingly, make healthy choices. They take part in local events and get involved in projects such as flood defence work and

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designing the Eynesbury Giant. They are prepared satisfactorily for the future, with the basic skills they need, developing good personal qualities and an enthusiasm for learning. Special services develop their spiritual awareness and visits to places of worship enhance their cultural understanding.

These are the grades for pupils' outcomes

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

How effective is the provision?

While good teaching occurs, there is not enough of it. Some pupils are challenged well and given tasks that match their level of attainment but this is not consistently the case. Some lessons are conducted at a rapid pace and engage pupils well but others lack the same energy and drive and pupils become distracted. There are variations in how effectively teaching assistants are used to support pupils in the classroom. There is outstanding care for pupils with disabilities but sometimes groups of pupils are given too much help and not encouraged to tackle challenges independently.

Themed weeks add colour and spice to the curriculum, such as when pupils watched chicks hatch during science week. They have good opportunities to visit places of interest, including residential journeys. Plans to make the curriculum more creative and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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relevant to pupils are at an early stage but some good practice on the theme of Kipling's 'The Jungle Book' was observed in Year 6, when pupils thought up similes to describe a jungle scene. Good provision in the after-school club adds to pupils' enjoyment of school and develops their personal qualities well.

Excellent pastoral care and an inclusive community ensure those pupils most in need of additional support prosper. Parents and carers cited how helpful staff had been in supporting their children through difficult circumstances. A pupil said, 'If you have a problem they solve it.' While a good range of interventions is employed to support pupils, not enough is done to measure the impact to see which are the most effective. Satisfactory provision for pupils with special educational needs and/or disabilities ensures they make sound academic progress.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher promote the school's caring ethos well and ensure all pupils are safe and that their well-being is paramount. Their vision for the school is shared by all staff. Exemplary practice ensures that all aspects of safeguarding are outstanding. The school has gone to great lengths to ensure that its policies and procedures for protecting pupils are as robust as possible and undertakes regular and rigorous reviews.

Leaders and managers have identified that the monitoring of other aspects of the school's work has not been sufficiently rigorous this year and have drawn up a programme to make it more systematic but this has not been implemented yet. Some leaders are new to their roles and gaining experience, so their influence is not fully established. The school has tried to do too much all at once, which has reduced the impact of improvement activities in key areas, such as writing. Targets for improvement are not clearly linked to outcomes for pupils. The governing body knows the school's strengths well but is less certain about areas for development. There have not been enough visits from governors while the school is in session to monitor its progress.

The school enjoys a good partnership with parents and carers, as evidenced by the 90 men who visited on 'bring a dad to school day'. There is a very strong partnership with a local special school and other links with schools that give pupils new experiences and opportunities to work together. The school promotes equality satisfactorily, having outstanding pastoral care and inclusion but with variations in the quality of provision and

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outcomes for pupils. Good promotion of community cohesion stems from a thorough analysis of the school's context and outreach to all groups locally. Pupils have direct experience of other cultures and communities through visiting different places of worship in Bedford and have a growing understanding of the global context.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly into the exciting and stimulating learning environment of the Nursery, where provision is outstanding, and make excellent progress in developing their personal and social skills. Children are able to work independently and select their activities and tidy up afterwards. High-quality resources, including a spacious outdoor area shared with the Reception class, ensure children are able to explore all areas of learning. Highly effective planning in the Nursery builds on children's interests but this excellent practice is not routinely shared with the Reception class. Overall, pupils make good progress from starting points that are often below those expected for their age and enter Year 1 with broadly average attainment. Provision in the Reception class is now good, following a period of uncertainty due to staff absence. Good leadership and management involve parents and carers very well and develop staff. Thorough assessment ensures staff know how well children are doing and are able to respond effectively to the children's needs. Records of achievement are presented clearly and attractively for ease of access by parents and carers and children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All parents and carers who returned questionnaires agree that the school keeps their children safe and helps them to have a healthy lifestyle. Parents and carers are positive about the work of the school and value the dedication and commitment of staff. A few expressed concerns about their children's progress and whether the provision met their children's needs. Inspectors identified some variations in the provision and in the rate of pupils' progress but, overall, found it to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eynesbury CofE C 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	62	20	34	2	3	0	0
The school keeps my child safe	36	62	22	38	0	0	0	0
The school informs me about my child's progress	19	33	36	62	3	5	0	0
My child is making enough progress at this school	21	36	31	53	5	9	0	0
The teaching is good at this school	27	47	30	52	1	2	0	0
The school helps me to support my child's learning	21	36	35	60	1	2	0	0
The school helps my child to have a healthy lifestyle	29	50	29	50	0	0	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)	25	43	29	50	2	3	0	0
The school meets my child's particular needs	24	41	29	50	3	5	1	2
The school deals effectively with unacceptable behaviour	24	41	32	55	1	2	1	2
The school takes account of my suggestions and concerns	23	40	32	55	2	3	1	2
The school is led and managed effectively	30	52	27	47	1	2	0	0
Overall, I am happy with my child's experience at this school	32	55	25	43	1	2	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



14 June 2010

Dear Pupils

Inspection of Eynesbury CofE C Primary School, St Neots, PE19 2TD

Thank you for making us welcome when we visited your school. Your school provides you with a satisfactory level of education. Here are some of its strengths.

You feel safe at school and get on well together.

You behave well and enjoy learning.

You take part in plenty of sport and make healthy choices.

You are involved in your local community and help around school.

You have plenty of visits and clubs to enjoy.

You are cared for well by the school.

You are safe and secure at school because the arrangements to ensure you are safe and secure are excellent.

Your school has good links with your parents and carers and other groups.

You get off to a good start in the Nursery and Reception class.

We think writing standards could improve and have asked your teachers to give you more opportunities to write at length in different subjects. You said you would like more comments in your books about how to improve, so we have asked your teachers to show you how you are getting on. We have asked the school's leaders and managers, including the governing body, to keep a careful check on how everybody is doing. That way your school will improve more rapidly. You all can help by doing your best and letting your teachers know what you enjoy about your learning.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector (on behalf of the inspection team)

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