

Paston Ridings Primary School

Paston Ridings, Peterborough PX4 7XG

Inspection dates	11–12 May 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils do not make consistently rapid progress because the quality of teaching and assessment is variable across all classes.
- Teachers are not consistently effective in setting tasks that meet the range of needs in the class.
- When teaching is weaker, it fails to engage pupils and maintain their interest.
- Pupils do not have enough opportunities to deepen their knowledge and skills in mathematics.
- Teachers' expectations about what the pupils can achieve are sometimes too low. This means that the most-able pupils are not challenged sufficiently.
- The implementation of the school's marking policy is not effective enough in helping pupils improve their work.

The school has the following strengths

- Disadvantaged pupils make similar or better progress when compared with other pupils in the school.
- Pupils behave well and are polite to adults and each other. They are kind and considerate towards one other and play well together.
- Governors have a good understanding of the school's work. They use this knowledge well to challenge leaders effectively.
- Early years provision is good. Attainment at the end of the Reception Year has risen in the last two years. Children are well prepared for Year 1.
- The school is a welcoming and friendly place. Pupils enjoy school and parents are equally appreciative of the positive atmosphere.

Full report

What does the school need to do to improve further?

- Improve the impact and effectiveness of leadership and management by:
 - ensuring the marking policy is effective in helping pupils improve their work.

- Improve the quality of teaching by:
 - making sure teachers plan tasks suited to the needs and interests of all pupils so that they make rapid progress in lessons
 - making sure the most-able pupils are given opportunities to think deeply in order to extend their learning and understanding
 - ensuring that the pupils are provided with activities to develop their enquiry, reasoning and justification skills in mathematics
 - raising expectations both of what pupils are capable of doing and of the standard of work that they are expected to produce.

Inspection judgements

Effectiveness of leadership and management is good

- The senior leaders are held in high regard by the pupils, parents and staff. Comments on the staff questionnaires returned indicate a high level of confidence in the school's leadership. Staff morale is good.
- The senior leaders lead by example. They have successfully inculcated among most staff and pupils a sense of ambition and a determination to improve. The impact is evident in the improvements that have been brought about in pupils' behaviour and, increasingly, in the amount of better quality teaching now apparent.
- The pace of change since the last inspection is assisted by effective mechanisms for managing the performance of teachers, linked to good opportunities for professional development and training. The quality of teaching, although inconsistent across the school, is improving because it is monitored systematically and the outcomes of the monitoring are used to good effect.
- The curriculum is broad and balanced. The senior leaders see the curriculum as central to the school's ambition to inspire pupils, and so it does in numerous ways. As a result, it makes a good contribution to the improvements in pupils' attitudes and behaviour. However, progress in writing is slightly slower in key stage 1 because there are too few opportunities for pupils to write at length across different subjects.
- The staff take care to ensure that pupils who have special educational needs and disability can benefit fully from the curriculum and lessons. For example, the school has bought certain resources to assist pupils with particular needs, including to help them to learn when at home.
- The spiritual, moral, social and cultural development of pupils is catered for very well. This means that the school promotes equalities and British values effectively. Pupils demonstrate and convey well-balanced and thoughtful views on a range of issues, so that they are, in this respect, well prepared for life in modern Britain.
- Pupils gain an appreciation of, and respect for, the differences between people through the school's work. This was apparent through discussions with pupils. They learn also to deal with disagreements in socially acceptable ways.
- The school uses the physical education (PE) and sport premium appropriately. For example, pupils have a number of after-school clubs they can now attend. PE is a popular subject with the pupils. The school does not, however, evaluate its use of the premium effectively.
- The school has spent pupil premium funding effectively. The pupils who are known to be eligible for free school meals are given academic support and challenge that are tailored to their individual needs and abilities. The school checks their progress carefully, and records show that they do well from their different starting points, taking into account their particular needs and circumstances. In addition, for all eligible pupils, funding is spent to ensure that they can play a full part in all aspects of school life.
- The school has established strong systems for supporting pupils who may be in need of extra help. The staff receive regular training, which ensures that they are familiar with areas of concern highlighted in the latest government guidance. The records kept on pupils who may need additional help are maintained very well and organised meticulously.
- The local authority provides good support to the school. Governors and senior staff value the extra help they have been given in providing training, which has all been centred on raising the quality of teaching and learning, particularly in phonics (letters and the sounds that they make). Regular visits to the school help leaders to validate their own judgements, and challenge and support them in improving the quality of education.
- **The governance of the school**
 - Governors have a developing understanding of the quality of education provided by the school. They know about the quality of teaching in the school because they meet with leaders and visit the school regularly.
 - Governors are provided with detailed assessment information by the senior leaders. They have a clear understanding of the school's strengths and weaknesses and its priorities, which now need to be implemented at an increasing rate to ensure an improvement in achievement for all pupils.
 - Governors have a clear understanding of the link between teachers' salary progression and pupils' progress. Governors ensure that the headteacher's performance management and teachers' appraisal are carried out effectively.
- The arrangements for safeguarding are effective. Thorough procedures for checking the suitability of staff and visitors to work with children are in place, and all training is up to date. Staff know how to help keep

pupils safe from the dangers of radicalisation and extremism. The school works closely with parents and external agencies to ensure that pupils are safe.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching is inconsistent across the school and has not led to good progress over time.
- Teachers' expectations of the amount of work pupils produce and the quality of the presentation of work are not high enough.
- Tasks are not always matched well to the needs of pupils of different abilities, particularly in mathematics and writing. Work can be too challenging for some pupils or too easy for others, which hinders progress.
- Activities are planned for pupils to practise their number, shape and data-handling skills in mathematics. However, there are not enough opportunities for their understanding to be deepened. Problem solving is limited to word problems in some classes, with a limited focus on developing reasoning and justification skills.
- Where teaching is less effective, teachers do not make enough use of assessment information to plan lessons that challenge the most able or cater well enough for pupils' interests and differing needs. At times, this leads to pupils repeating work they have already completed successfully.
- Not all teachers mark pupils' work in accordance with the school's marking policy; they do not regularly identify what pupils have to do next to improve their work and pupils are rarely given the opportunity to make corrections to their work following marking. This slows the rate of progress, particularly in writing and mathematics.
- Some pupils in key stage 2 told inspectors that they did not always understand what they were expected to learn in some lessons, while others said they found some of their lessons too easy.
- Relationships between pupils and adults are generally good, engendering positive attitudes to learning. On some occasions, when the task was not matched to the needs of pupils, attitudes to learning deteriorated, which resulted in low-level disruption. This contributed to an ineffective use of learning time.
- In lessons where teaching has the greatest impact on learning, resources and subject matter are stimulating and children are keenly engaged in their work.
- In reading, pupils develop a good knowledge of phonics and have many opportunities to read to adults and to develop their comprehension skills.
- Those who have special educational needs or disability are identified early and receive good support to help them achieve as well as their classmates. Their progress is closely checked by the special educational needs coordinator. Carefully planned activities ensure that these pupils are making progress that is at least as good as other pupils in the school, although progress for all pupils needs to accelerate.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- As a result of effective advice from teachers, pupils are clearly aware of the risks involved when using technology, including the internet, and are able to explain how to use it safely.
- Pupils report that bullying is rare at the school and they would have confidence in their teachers to tackle bullying if they reported it. Equally, pupils reported that they would be confident to report a personal problem to teachers in the knowledge that the school would act quickly to help them.
- The majority of parents have no concerns about their children's safety. This is reflected in responses to Ofsted's online questionnaire Parent View, the school's own survey, and discussions with parents.
- Pupils take up positions of responsibility and are proud to serve their school. Pupils take the work of the school council very seriously: council elections are keenly contested with lots of pupils wanting to be candidates. As a result, they are able to understand the workings of democracy and the way in which changes can take place. Teaching and assemblies also help them to understand the importance of democracy and peaceful change.
- The school prepares pupils well for living in modern Britain. Pupils are highly respectful of human rights, people who are different to them and those who hold different views or beliefs, including religious beliefs. They oppose all forms of racism, respect other cultures and are proud of their own heritage.

Behaviour

- The behaviour of pupils is good.
- Pupils are fully aware of the school's code for behaviour. Pupils move calmly round the school site, and are polite and courteous to adults and each other.
- Pupils usually show good attitudes to learning in lessons. They are keen to answer questions, contribute well and help each other learn. On a few occasions, attitudes are not as good when the task does not stimulate the interest of the pupils.
- The majority of parents feel that the behaviour of pupils is good, and that if they had concerns they would be dealt with promptly by the senior leaders in the school.
- Attendance rates for most groups are improving to broadly the national average. The school has identified which groups and individuals have below-average attendance and are working well and effectively to improve it.

Outcomes for pupils

require improvement

- Progress and attainment is still not consistently good in all classes and across all subjects, and therefore outcomes for pupils require improvement. Recent improvements in addressing the quality of teaching have ensured that progress in some classes has improved. However, these actions have been variable in their impact in the other classes.
- The most-able pupils do not make enough progress because learning activities often do not offer sufficient challenge. This hinders the rapid progress needed to reach the higher levels.
- By the end of Year 6, the gap between disadvantaged pupils and their peers who are not disadvantaged is steadily narrowing.
- Weaker teaching in the past has left gaps in pupils' understanding and in their confidence. Training and coaching provided by the senior leaders are improving teachers' subject knowledge and skills. As a result, evidence from pupils' books and information from assessments indicate that pupils are making better progress than in the past, but it is not yet good for all pupils.
- Tasks given in other subjects such as geography, history and science, do not always give pupils opportunities to deepen their understanding and learning, and to practise their writing skills. This limits the progress they make.
- By the end of Year 6, most pupils have made the progress which is expected of them in reading, writing and mathematics but not enough pupils make more than expected progress when compared to national averages.
- Children join the Reception classes with basic skills and knowledge that are below those expected for their age. Well-planned experiences and careful monitoring of children's progress help children to learn and develop successfully. The proportion of children reaching a good level of development at the end of the Reception Year had reached the national average by 2015.
- The proportion of pupils who attained the national phonics check in Year 1 declined from 66% in 2014 to 49% in 2015.

Early years provision

is good

- Children enter Reception with skills and knowledge that are below those typical for their age. They make good progress because of good teaching and, as a result, children are well prepared for Year 1.
- Leaders are effective in managing children's learning and development in a context where a large proportion of children enter Reception from nurseries elsewhere. As a result, the proportion of children who reach a good level of development at the end of the Reception Year increased in 2015 and is at the national average.
- Teaching is good in the early years and is based on the interests of the children. Additional funding is used well so that disadvantaged children make the same progress as other groups.
- Activities in the early years are carefully planned and teachers make full use of the well-organised learning environment. Displays around early years celebrate early writing skills well. The most-able children do not develop their writing skills as fast as they could; for example, not improving their writing with the use of capital letters and full stops.
- Leadership of the early years provision is strong. Assessments are checked to ensure they are accurate. Staff get on well together and their modelling of good relationships encourages children to share, play well with other children and take part freely in all activities.

- The good transition between home and school helps children to join the classes calmly and free from upset.
- Good relationships help children develop positive attitudes to their learning, preparing them well for future progress through the school. Children behave well, work and play together happily, and develop good social skills.
- The outdoors area is well used to develop children's skills across all areas of learning. During the inspection, children were fully engaged in the outside area, making shapes using a wide range of materials.
- Those safeguarding procedures and policies relevant to the early years setting are in place and ensure that children are well cared for and kept safe.

School details

Unique reference number	110778
Local authority	Peterborough
Inspection number	10011774

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	513
Appropriate authority	The governing body
Chair	Jo Evans
Headteacher	Joanna Cook
Telephone number	01733 762 742
Website	www.pastonridingschool.co.uk
Email address	admin@pastonridings.peterborough.sch.uk
Date of previous inspection	18–19 March 2014

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils, almost one half, who are eligible for support from the pupil premium is higher than average. (The pupil premium is additional funding for those pupils known to be eligible for free school meals, or children who are looked after.)
- Two thirds of pupils are from White British heritage with the rest of the pupils coming from a range of minority ethnic heritages. An increasing number of pupils speak English as an additional language.
- The proportion of pupils who have special educational needs and disability is higher than average.
- A high proportion of pupils leave or join the school at other than the usual times.
- The school provides a breakfast club for pupils on-site.
- The school does not meet the government's floor targets, which set the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed each class in the school, including the early years and phonics sessions, and a wide range of lessons. Five lessons were observed jointly with the deputy headteacher and assistant headteacher.
- Discussions were held with the senior leaders, those responsible for leading literacy and mathematics and the special educational needs coordinator, as well as the representative from the local authority and members of the governing body.
- Inspectors observed pupils' work in lessons and scrutinised a large number of books from all years and the majority of subjects. Pupils from key stage 1 were heard reading and inspectors met with groups of pupils.
- Inspectors scrutinised a wide range of documentation, including the school's plans for improvement, its self-evaluation, and information on pupils' progress in all years in reading, writing and mathematics.
- Inspectors scrutinised documents for safeguarding and behaviour, and records of meetings, reports and policies.
- Inspectors spoke to a range of parents, some at the start and end of the school day. Inspectors took account of the 23 responses to Parent View.
- There were 45 staff questionnaire responses, which were taken into account, as were several conversations with staff and support staff across the school.

Inspection team

Simon Harbrow, lead inspector	Ofsted Inspector
Sandra Jones	Ofsted Inspector
Henry Weir	Ofsted Inspector

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