

Inspection of a school judged good for overall effectiveness before September 2024: Kings Cliffe Endowed Primary School

Kings Forest, Kings Cliffe, Peterborough, Cambridgeshire PE8 6XS

Inspection dates: 11 and 12 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils arrive at school each morning with a smile on their face and a skip in their step, eager to begin their day. They love being at school, where they feel happy, safe and supported. Relationships with both peers and staff are strong and are built on mutual respect. Pupils engage in their learning with enthusiasm and perseverance. Staff set extremely high expectations for behaviour and effort, and pupils demonstrate determination to meet these standards. Pupils achieve well and are exceptionally well prepared for their next steps.

In lessons, pupils demonstrate positive attitudes towards their learning. Their conduct is calm and orderly, both in the classroom and during playtime. They work effectively with one another, regularly collaborating with their peers in group and paired activities.

The school's commitment to pupils' personal development and well-being is remarkable. Leaders ensure that pupils benefit from a wide range of enriching experiences. These include visits to the seaside and London attractions, as well as residential trips. The school makes excellent use of its extensive outside area. Pupils take great pride in their leadership roles, and they talk about the impact of their contributions, such as planting trees and reading with younger children. They look forward to earning time with Mabel the school dog.

What does the school do well and what does it need to do better?

The school's curriculum is extremely ambitious. It is designed to build on pupils' knowledge and skills each year. It exceeds the ambition of the national curriculum. The school has thoughtfully incorporated learning opportunities that enrich the curriculum and broaden pupils' understanding. The school continuously reviews and adapts the curriculum to ensure it meets the needs of pupils, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve exceptionally well. All staff receive regular, bespoke professional development. This equips them with strong subject knowledge and the ability to deliver the full curriculum with confidence and clarity.

Pupils produce work that is of high quality. They recall and discuss key information from their learning. Teachers use their discussions with pupils to check their understanding. In the early years, staff expertly engage with the children throughout the day. They model rich language and establish positive learning behaviours, which are built on as pupils progress through the school. Staff swiftly pick up on and address any misconceptions. They skilfully adapt lessons to ensure that pupils with SEND receive the support that they need to succeed. The school works well to identify pupils with SEND. Staff work closely with parents, carers and external agencies to get the best possible advice so that pupils with SEND make strong progress in all areas.

Reading is a priority. The school is committed to ensuring that every pupil learns to read. Staff introduce phonics from the very start of Reception, and this remains a focus throughout key stage 1. Staff identify quickly any pupils who fall behind, and they provide them with targeted support to help them catch up. Pupils make rapid progress. Staff actively promote a love of reading, and pupils enthusiastically share their favourite books and authors. They really enjoy the books their teachers read with them and look forward to their visits to the school library, which is a central hub to the school.

The school gives equal consideration to the teaching of early mathematics. Children in the early years regularly practise foundational number skills, building on their knowledge year after year. Staff introduce children to the schools' agreed methods and resources. This strong foundation ensures that pupils are well prepared for the next stage of their education. Pupils enjoy mathematics and achieve well.

The school provides a vast number of lunchtime and after-school clubs, ensuring every pupil can find something they enjoy. A pupil explained, 'There are so many options here-you are helped to reach your dreams.' Pupils know how to keep both mentally and physically healthy. They engage in a broad range of sport and competitions. Supporting pupils with their mental health and well-being is an incredibly important part of what happens at the school. The school has introduced systems and resources that support pupils in identifying their emotions, and it provides them with the tools to manage their feelings. Pupils know they can speak to any member of staff about their worries and are taught how to stay safe both inside and outside school, including online.

Staff are extremely proud to be part of the school. They feel valued and listened to. Governors have a deep understanding of the school. They provide both support and

challenge to leaders. Most parents are overwhelmingly positive. They value the dedication of staff and the opportunities the school provides to help their children thrive.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and

pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122012
Local authority	North Northamptonshire
Inspection number	10347458
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair of governing body	Lee O'Connor
Headteacher	Lynda Bowyer
Website	www.kingscliffeschool.co.uk
Dates of previous inspection	6 and 7 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school is not currently using any alternative provision.
- The school has a provision for two-year-olds.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector spoke to school leaders, including the headteacher and the deputy headteacher. In addition, he spoke to governors, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector gathered the views of pupils and staff through discussions and from the online surveys.
- The inspector gathered the views of parents spoken to at the school gate and through the responses to the online survey for parents, Ofsted Parent View.

Inspection team

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

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