

Old Fletton Primary School

URN: 110683 | Inspected: 06 January 2026

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Pupils learn and achieve well. They progress through the curriculum effectively, remembering much of what they have been taught. Older pupils draw on their prior knowledge and vocabulary, in subjects such as geography and history, to help them understand and explain features of landscapes, for example. Younger pupils secure their knowledge of phonics, mathematics and writing skills to support them as they move through the school. Pupils with special educational needs and/or disabilities learn well from their varied starting points. They also develop the important knowledge and skills they need to be ready for the next stage of their education. Disadvantaged pupils learn well as they move through the school. By the end of key stage 2, pupils typically attain close to other pupils nationally. Over time, the proportion of Year 6 pupils attaining higher standards in reading, writing, and mathematics has steadily improved. Leaders know there is more work to do to ensure pupils' achievement is reflected in above-average outcomes in national tests.

Curriculum and teaching

Expected standard

Leaders have implemented a coherent and ambitious curriculum, which is making a positive difference to pupils' learning. Teachers teach the youngest pupils to read well because staff have strong subject knowledge and there is great consistency in the delivery of the school's chosen approach. As a result, most pupils develop secure foundations in reading, which supports their wider learning. Those who need a little more help with learning to read benefit from regular support to help them catch up. Similarly, the school's careful and systematic approach to developing the teaching of mathematics is paying dividends. As a result of teachers' secure subject knowledge, careful and accurate explanations and opportunities for pupils to use and apply their knowledge, pupils learn well. Teachers make regular checks to ensure pupils remember important knowledge. Teachers receive effective training to help them teach well and have secure subject knowledge. They implement the school's shared understanding of what makes effective teaching in subjects across the curriculum. This includes using well-tailored adaptations to ensure pupils with special educational needs and/or disabilities learn well. While pupils benefit from effective teaching, there remains more to do to ensure that highly effective teaching is consistent across all subjects and year groups. Leaders know this and are taking the right actions to continue to bring about further improvement in the quality of the curriculum and teaching.

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Early years

Expected standard

Children settle well in the Reception and Nursery classes. They learn the routines of the classroom, and this is seen in the way they share, take turns and work together. They enjoy the warm and caring interactions they have with staff. Not only do these interactions help children feel well cared for and safe, but they also ensure that children develop the important vocabulary and language they need to be successful. As children find their feet in the Reception class, they quickly develop their own independence. They look after equipment and their classroom with pride. Children become increasingly resilient when faced with challenges in their learning or play. The school works in close partnership with parents and carers, resulting in effective relationships between the two. Children learn to read well. Stories, rhymes, and poems are in abundance, and the skilfully taught phonics programme helps children prepare for Year 1 as confident readers. Over time, the majority of children leave the Reception classes ready for Year 1 in all areas. While this is the case, leaders know that further refinement is needed in the early years provision to increase even more the proportion of children who are fully prepared for Year 1 through ensuring children benefit from consistently high-quality teaching.

Inclusion

Expected standard

There is a well-established culture of inclusion across the school. Pupils' individual needs are quickly identified and addressed. Staff understand the barriers faced by their pupils and work skilfully to reduce these barriers effectively. Pupils with special educational needs and/or disabilities (SEND) benefit from careful, well-considered adaptations to their provision. This is because staff receive high-quality training, including from external professionals, to help them provide the right support and interventions. Leaders keep a close eye on how well pupils with SEND are learning and are ready to make changes to provision if this is in the best interests of a pupil. Pupils with specific SEND, such as autism, receive high-quality support through the school's dedicated 'Nest provision'. Their academic and care needs are very well catered for. Skilled staff ensure that these pupils are fully included in the wider life of the school. Leaders use alternative provision extremely well to support pupils who need further help in managing their behaviour and emotions. This, coupled with in-school provision, leads to significant improvements in these pupils' educational experience. Disadvantaged pupils receive full access to the curriculum and extra-curricular opportunities. Targeted support and specific interventions help to address each pupil's individual needs. This is because staff keep the needs of disadvantaged pupils high on their agenda. Leaders monitor the impact of pupil premium funding with precision.

Leadership and governance

Expected standard

Leaders have a sharp and accurate understanding of the school's context, what is working well and where aspects need further refinement. They have an in-depth understanding of school improvement and take the right

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actions, in the right order, at the right time. For example, the improvements in the quality of mathematics teaching, and in turn how well pupils learn, have been rolled out in a way that ensures changes and improvements will last. This means staff practice is established and embedded before further changes are made. This is one facet of the well-developed professional learning that staff receive to help them keep their practice sharp. The best interests of pupils sit at the front and centre of all that leaders do. This leads to a wholly inclusive school, which enables pupils and staff to succeed in what they do. Leaders take great care of staff. Their wellbeing and workload are carefully considered when leaders make changes in school. This culture leads to staff being fully on board to drive further improvements in the school. Staff model leaders' high expectations in their day-to-day work. Governors carry out their statutory duties effectively. They remain strategic in their work, keeping a close eye on what is going well and what needs further improvement. While they provide effective support for leaders, they do not shy away from asking challenging questions to ensure the school continues to go from strength to strength.

What it's like to be a pupil at this school

Pupils are extremely well cared for in school. Staff know the needs of individual pupils well, resulting in each pupil being valued as an individual. Pupils celebrate their unique differences with pride. Whether these are differences in languages spoken, religion, or other characteristics, pupils delight in learning more about one another. Those who speak English as an additional language are keen to teach their peers and adults useful phrases, for example by setting up and leading a 'Polish club'. The high-quality pastoral support is not at the expense of learning, which is at the heart of the school. Pupils achieve well and enjoy their lessons. This is evident in the way they keenly offer and share their ideas in class. Pupils' individual barriers to learning and/or wellbeing are effectively reduced. For example, pupils who are young carers are carefully and sensitively supported. This support helps them manage the additional responsibilities they face. Warm and caring relationships between pupils and staff mean that pupils are safe in school and feel they belong as part of the whole-school community. Bullying is rare and quickly dealt with should it occur. Classrooms are calm and welcoming places. Pupils can concentrate in lessons because they, and their peers, behave well. Pupils listen carefully to their teachers and to one another, trying hard in each lesson. Attendance is high, especially for disadvantaged pupils and for a small number of pupils who, in the past, missed too much school. Leaders' highly effective work with pupils and their families has paid off. Pupils delight in the responsibilities they have in school. Whether sharing their views as a 'class representative', representing the school in sporting or musical events, or being part of the 'environment team', pupils benefit from the range of opportunities on offer. These play a part in helping pupils become well-rounded young people when they leave the school at the end of Year 6.

Next steps

- Leaders should continue to fully embed highly effective teaching across all subjects in the curriculum.
- Leaders should continue to further improve provision in the early years, ensuring children benefit from consistently high quality teaching, to enable a greater proportion of children to reach a good level of development by the end of the Reception year.
- Leaders should continue their work in ensuring pupils' achievement is reflected in above-average outcomes in

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national tests.

Personal development and wellbeing

Strong standard

Leaders have established a well-constructed personal development programme for all pupils. The culture of inclusion sits at the heart of the programme, and leaders have made conscious, deliberate decisions to ensure that every child has a rich diet of opportunities. Pupils develop into well-rounded citizens as a result of the range of opportunities and learning they receive about life in and beyond the local community. They benefit greatly from a broad personal, social, and health education (PSHE) curriculum, which helps them develop as young people. They talk confidently and with maturity about topics such as growing up and the changes they will see and feel in their own bodies and minds. This includes disadvantaged pupils and those with specific special educational needs and/or disabilities, such as autism, who access the school's dedicated 'Nest provision' and have a bespoke PSHE curriculum to meet their individual needs. Staff ensure that pupils understand the risks they will face in life as they grow older in a highly age-appropriate manner. As a result, pupils have a secure grounding in how to stay safe offline and online, for example. They know how to spot a potential scam, how to respond to inappropriate contact online and how to report content that may upset or worry them. Additional pastoral support is swiftly and effectively established for pupils who need further assistance, for example, those who are young carers. This is highly beneficial and tailored to help pupils manage their emotions and wellbeing. Pupils are highly respectful of difference and speak with clarity about why they should understand and respect those who have different beliefs or come from different cultures. Celebrating the range of languages spoken in school widens pupils' awareness of the wider world, while the chance to be a 'class representative' provides pupils with a voice to demonstrate that they are heard, respected and that their opinions matter. These opportunities help pupils to be well prepared for life in modern Britain. Their clear moral compass ensures they know right from wrong and act accordingly. Expected standard

Attendance and behaviour

Strong standard

Pupils' attendance has continued to improve swiftly over time and is now very high. Leaders are extremely thorough in how they check pupil attendance. Their laser-sharp focus means that if a pupil's attendance begins to drop slightly, they step in early to get things back on track. As a result, pupils miss very little school. All staff share leaders' high expectations around attendance. Consequently, pupils and their families know how important it is to be in school on time and attend regularly - and they do. Pupils pay close attention in class and consistently display highly positive attitudes towards their learning. This creates an environment that is highly conducive to learning. The small number of pupils who need support in managing their behaviour receive expert guidance. Playtimes and lunchtimes are full of chatting and smiles. Whether discussing favourite crisp flavours, running off steam in the playground, or using the range of equipment, pupils do so alongside their friends. There is harmony in how they get on with one another. This leads to a school environment that is calm, safe and sprinkled with fun.

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Staff implement leaders' clear expectations around behaviour. If a case of bullying rears its head, staff tackle this effectively.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/old-fletton-primary-school-peterborough>