

Bottisham Community Primary School

Inspection report

Unique reference number	110669
Local authority	Cambridgeshire
Inspection number	378142
Inspection dates	23–24 April 2012
Lead inspector	Keith Williams

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	235
Appropriate authority	The governing body
Chair	Jacqui Burke
Headteacher	Paul Belzar
Date of previous school inspection	18 March 2009
School address	Beechwood Avenue Bottisham Cambridge CB25 9BE
Telephone number	01223 811235
Fax number	01223 811235
Email address	office@bottisham.cambs.sch.uk

Age group	3–11
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Introduction

Inspection team

Keith Williams

Additional Inspector

Joanne Sanchez-Thompson

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 15 lessons, taught by eight teachers. They listened to pupils read, spoke with them about their learning and looked at the work in their books. Meetings were held with members of the governing body and staff, and informal discussions were held with some parents and carers. Inspectors observed the school's work, and looked at its assessment and tracking records and documents relating to the school's evaluation of its work, attendance and the safeguarding of pupils. Questionnaires returned by 82 parents and carers were analysed, as well as those returned by pupils and staff.

Information about the school

Most of the pupils at this average-sized primary school are from White British backgrounds. A below average proportion is known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs, including those in receipt of a statement of special educational needs, is above average. The school exceeds current floor standards; these are the minimum standards expected by the government. Among its national accreditation, the school has the Eco, Activemark and Sing-up awards. The school hosts a privately run after-school club, which is inspected separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school in which pupils achieve well. Parents and carers are very satisfied with what the school offers and almost all would recommend it to another parent. The school is not outstanding because there is not yet enough outstanding teaching to enable pupils to make consistently excellent progress.
- When children start school they arrive with skills that are broadly typical of their age. Pupils of all abilities achieve well because they have positive attitudes and are well taught. They make good progress so that, by the time pupils leave in Year 6, attainment is above average. Pupils are usually clear about how well they are doing and their next steps in learning, particularly in English, although they are not always expected to respond to teachers' marking or evaluate their progress towards their targets.
- Lessons are well organised, interesting and build well on pupils' previous learning. Teachers ensure that the work they provide meets pupils' differing needs, and this helps all groups to learn well. When the whole class gathers together in lessons, they do not always provide extra challenge for the more-able pupils, for example by asking them harder questions.
- Most pupils behave well and have an excellent understanding of how to stay safe. They are keen and eager to learn although, occasionally, they present their work untidily. Pupils' enjoyment of school is reflected in above average attendance levels.
- The headteacher's ambitious drive to make the school the best it can be is shared by staff and the governing body. A key strength is the highly effective way that performance is monitored and training is provided to help teachers improve their practice. Good links are established with parents, although there are inconsistencies in the way the school checks and records pupils' reading at home.

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What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - increasing the consistency of marking, particularly in mathematics
 - ensuring that pupils respond to teachers' comments and are more involved in evaluating progress towards their targets
 - increasing the challenge for more-able pupils during whole-class discussions and activities
 - ensuring that pupils' presentation of their work is of consistently high quality
 - reviewing and improving the use of home-school reading records.

Main report

Achievement of pupils

Most parents feel that their children are making good progress. Children join Nursery with wide-ranging skills and aptitudes, particularly in speaking and listening. A strong emphasis on promoting children's self-esteem and confidence, and a good balance of activities selected by the children and those led by an adult, enable them to make good progress in the Nursery and the Reception class. By the end of Reception, most children reach, and some exceed, the goals expected of them in all areas of learning. By Year 2, pupils' attainment is broadly average. They have a secure understanding of letters and sounds, and attainment in reading is broadly average. Although progress in reading, writing and mathematics is more uneven from year to year in Key Stage 2, it is never less than satisfactory and most pupils make good progress. As a result, attainment is above average in reading, writing and mathematics by the end of Year 6. Recognising that Year 6 pupils' attainment in writing was lower than expected in 2010, the school took highly effective steps that resulted in good improvement last year. There are many examples of high quality writing in pupils' books and good opportunities for them to write at length in other subjects. Pupils currently in Year 6 are on track to maintain above average levels of attainment.

This year, the school has turned its attention to accelerating pupils' progress in mathematics. Their success was evident in an outstanding lesson in Year 6, where pupils were able to calculate the area of complex shapes using formulae containing letters. They worked quickly, accurately and confidently because they have very secure mental calculation skills and a clear understanding of the strategies they should use. This confidence and competence was also evident in other year groups. For example, Year 1 pupils were able to compare and order numbers swiftly and enjoyed spotting the 'errors' made by their teacher. Disabled pupils and those with special educational needs make similar progress to their classmates because they are supported well and expectations of them are high. There is no significant difference in the progress made by boys and girls.

Quality of teaching

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Teachers work well with senior leaders to evaluate and improve their effectiveness and they have high expectations of themselves and the pupils. They promote pupils' personal development strongly, and pupils respond well. For example, their good progress morally and socially results in positive relationships among pupils and with adults, and contributes to the smooth running of lessons. Most parents, carers and pupils feel that teaching is good. Teachers have good subject knowledge, question well and are particularly successful at checking pupils' understanding during lessons and dealing with misconceptions as they arise. This makes a strong contribution to pupils' good progress. Teachers use their knowledge of pupils to ensure they provide support for those who need it and provide challenging work for more-able pupils. Disabled pupils and those with special educational needs are taught well; the provision is well organised and support staff make a strong contribution. Although teachers plan harder work for more-able pupils, they do not always take the opportunity to extend the challenge when the whole class gathers, for example to review learning during or at the end of lessons. Basic skills, including reading, are well taught. For example, in a successful lesson in Reception, the teacher used a good range of strategies to reinforce and extend children's understanding of words containing 'ur'. They showed great confidence in suggesting their own words and checking that other children's ideas were accurate.

The quality of marking is generally good. Teachers provide good feedback for pupils in English, and mark their writing carefully when pupils write in other subjects. Their comments are not so precise in mathematics. While pupils have an appropriate understanding of how well they have done and how they might improve their work, there are few examples of them responding to teachers' comments, or of teachers following them up to check that pupils have taken the necessary action. Similarly, while teachers review pupils' individual targets regularly, and pupils colour in stars to show when they think they have achieved them, pupils rarely use the space provided for them to comment on how well they think they have done. In the best lessons, teachers set aside time at the start of the session for pupils to consider and act upon the feedback on their previous work.

Behaviour and safety of pupils

Pupils' positive attitudes have a strong impact on their learning and progress. They are eager to learn, listen carefully to teachers and readily engage in the work provided for them. Pupils work hard, concentrate well and show good determination when faced with difficulty. Most pupils take care with the work in their books although, occasionally, it is presented untidily. Pupils rise to teachers' high expectations of their behaviour and typically, in lessons and around the school, they behave well and are polite and respectful. Almost all parents, carers and pupils say that behaviour is good, but a few feel that lessons are disrupted by unacceptable behaviour. Inspectors found that staff manage pupils' behaviour well, including the few pupils who have difficulty managing their own behaviour. The very large majority of parents and carers say that their children feel safe in school, and this is endorsed by pupils. The school places a strong emphasis on promoting pupils' safety and

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raising their awareness of potential danger. As a result, most pupils have an excellent understanding of how to stay safe in a range of situations and play with a very good regard to the safety of others. Pupils say that bullying of any kind is rare, and is usually limited to name-calling. They are confident that it is dealt with effectively by staff.

Leadership and management

Under the very capable and determined leadership of the headteacher, the school is firmly focused on improving its provision. There is a very strong sense of teamwork and morale is high among staff. Self-evaluation is robust and accurate, and the outcomes are used successfully to improve teaching and learning. Teachers are held accountable for pupils' progress and areas identified for improvement are pursued rigorously. Excellent training and support, both in-house and from outside expertise, have been instrumental in tackling weaknesses. Leadership of English and mathematics is strong and the subject leaders have been influential in the improvements seen in writing and mathematics in recent years. While reading is taught well, leaders have identified that there are inconsistencies in how the school monitors and records pupils' reading at home that are limiting its impact. Leadership in other subjects is increasingly effective. As a result, the school provides a broad, balanced, interesting and exciting curriculum that is well focused on promoting pupils' spiritual, moral, social and cultural awareness. They have a good awareness of other cultures and faiths, a weakness at the time of the last inspection. Pupils of all backgrounds and abilities are welcomed and included fully, and leaders promote equality and tackle discrimination well. Pupils respond well. For example, pupils in Years 3 and 4 showed excellent understanding of the challenges presented by disability when they met with a Paralympic athlete. The governing body provides high quality support and challenge for the leadership team. They have well established systems for checking on the school's work and ensure that all safeguarding requirements are met. Leaders' success in maintaining the school's effectiveness since the last inspection and tackling the weaknesses identified at that time and since, show they are well placed to improve further.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 April 2012

Dear Pupils

Inspection of Bottisham Community Primary School, Cambridge, CB25 9BE.

Thank you for being so friendly and helpful when we visited your school recently. A special thank you goes to those of you who met with us to give us your views or to read with us. Thank you also to those of you in Key Stage 2 for completing the questionnaire.

We agree with you, your parents and carers that this is a good school. It has many strengths. You make good progress and your attainment is above average by the time you leave in Year 6. You are keen and eager to learn. Your teachers provide you with interesting lessons, with the right amount of challenge, or help for those who need it. You told us you feel safe in school, and your parents and carers agree. You behave well and you have an excellent understanding of how to stay safe. Your headteacher, staff and the governing body work well together to make sure the school keeps improving. Even though your school is good, they are determined that the teaching and learning will become even better. We are sure that you will want to help them. This is what we would like you and your teachers to do.

- We want your teachers to give you as many tips when they mark your mathematics books as they do in English and to check that you are following up their suggestions. You can help by reading their comments carefully and trying your best to improve in the way they suggest.
- Please make sure that you think carefully about why you think you have reached your targets and write your comments on the target sheets.
- When your whole class works together in lessons, we want your teachers to make sure they give extra challenge to those of you who find learning easy.
- Please make sure you always do your neatest work in your books.
- We want your teachers to improve the way you use your home-school reading records. You can help by making sure you always take your diary home and then bring it back to school the next day.

Yours sincerely

Keith Williams
Lead inspector

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