

# Bar Hill Community Primary School

Gladeside, Bar Hill, Cambridge, CB23 8DY

**Inspection dates** 12–13 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher's inspirational leadership has formed an extremely strong team of leaders and managers. Together they have made rapid improvements in teaching and pupils achievement.
- Excellent systems to check the work of the school mean that leaders and governors know exactly how well it is doing.
- Pupils achieve consistently well across the school because teaching is at least good in all year groups.
- Teachers have high expectations of what pupils can achieve and involve them in assessing their own and others' work.
- Pupils who speak English as an additional language make outstanding progress because the school meets their needs exactly.
- Pupils behave well in class and around the school. They reflect maturely upon their learning and say they feel safe.
- Governors bring a high degree of expertise to their roles and have a very positive impact on improving teaching and pupils progress.

### It is not yet an outstanding school because

- Not all staff, including three recently appointed newly qualified teachers, have fully benefited from the sharing of best practice across the school.
- Sometimes the match between pupils needs and their learning experiences is not as precise as it could be.

## Information about this inspection

- The inspectors observed 20 lessons or parts of lessons, some of which were joint observations with the headteacher or deputy headteacher.
- The inspection team heard pupils read, and, together with the headteacher and deputy headteacher, looked closely at examples of pupils work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, evidence of the school’s partnership work and information for families.
- Meetings were held with pupils chosen at random. Discussions were held with the headteacher, members of staff, the Chair of the Governing Body and other governors, an external consultant and a representative from the local authority.
- The inspection team took account of the 36 responses to the online questionnaire Parent View and one letter, as well as speaking with parents and carers.
- The inspectors considered 27 staff questionnaires.

## Inspection team

Nick Butt, Lead inspector	Additional Inspector
Sakhawat Ali	Additional Inspector
Margaret Pawlowski	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils from a range of minority ethnic backgrounds and those who speak English as an additional language is average but increasing.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and others, is low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils attainment and progress.
- Three newly qualified teachers were in post at the school in September 2013.
- The school is hosting a 'hub' for staff and pupils from Harbour Special School to carry out some innovative partnership work. There is a children's centre on the school site that is managed separately.
- The headteacher is a National College consultant leader and has supported other schools. The deputy headteacher is a local authority moderator for Year 6 writing.

### What does the school need to do to improve further?

- Move good teaching to outstanding by:
  - sharing best practice more widely across the school, including making sure that the newly qualified teachers are brought up to the best standard seen elsewhere in the school
  - making sure there is always a precise match between pupils needs and their learning experiences.

## Inspection judgements

### The achievement of pupils

is good

- Standards are well above average in reading, writing and mathematics at both Key Stages 1 and 2 and have been sustained over three years at these levels.
- Consistently good teaching means that all pupils achieve well whatever their starting points. When they join the school in Reception children have a wide range of skills and abilities that are broadly as expected. They settle quickly and make good progress because activities are purposeful but enjoyable and staff keep very careful records of how well they are doing.
- In Key Stage 1 good progress continues. Skilled teaching of phonics (the sounds that letters make) mean that Year 1 pupils reach above average levels in their reading check and that pupils soon learn to blend letters together to make sounds so that they can read unfamiliar words.
- Most pupils write at length and with imagination across a wide range of subjects. An emphasis on spelling means that they write accurately. Pupils take a pride in their work. Pupils are used to checking their own work and that of their friends to see how the work can be improved. They make good use of the helpful information set out on the classroom walls to aid them.
- In mathematics pupils learn to solve real-life problems from an early age, so that by Key Stage 2 they can use a range of different approaches to tackle new problems. The school's tuck shop presents a rich and varied source of calculations for pupils to make as they consider pricing and profit margins.
- Pupils read widely with great enjoyment. They discuss the books and authors they like perceptively. During the course of their education they acquire a range of skills to support them in future studies.
- Those pupils known to be eligible for the pupil premium achieve as well as other pupils because of the effective one-to-one and small group support they receive. In 2012, the only year when there were enough pupils to comment, the gaps in attainment in English and mathematics were much narrower than the national picture.
- More-able pupils are challenged well to make the progress that would be expected of them, and a greater proportion are doing even better because of the emphasis the school places on setting demanding work that really makes them think.
- The increasing number of pupils who join the school from other cultures and speaking English as an additional language achieve extremely well because their needs are assessed accurately and programmes of support are given to help them acquire English quickly.
- Disabled pupils and those who have special educational needs make good progress like their peers because the impact of the support they receive is measured frequently and programmes are adapted to help them do even better.

### The quality of teaching

is good

- Almost all teaching is good and some is outstanding. Rigorous and systematic checks by leaders and managers make sure that there is a high level of consistency across the school in the way

teachers engage pupils in learning.

- Much of the learning involves pupils being active, so they find lessons stimulating and enjoyable. For example, Year 2 pupils walked around their classroom thinking how it would be in an imaginary garden using their senses. They then went out into a real garden to experience this first hand and describe how close it came to what they had imagined.
- Planning takes account of pupils individual needs and sets different challenges for different groups of pupils. While this often works extremely well, on occasion the match is not quite strong enough when it comes to putting the plan into practice.
- Teachers use questions well to find out what pupils know and to extend their thinking. Teaching proceeds at a brisk pace and pupils are encouraged to find things out for themselves. Teachers have high expectations of what pupils can achieve, and often involve them in working out how well they and their classmates have done.
- Teaching assistants are used well at all stages of learning, both when working with the class and with small groups and individuals. Their expertise makes a valuable contribution to pupils learning.
- Teachers mark pupils work regularly and give them helpful pointers for improvement. Pupils almost always respond to teachers' comments and so make strides in their learning.
- In Reception, staff keep a close eye on the choices children are making to see that they experience a full range of learning both inside and outdoors. The outside area has improved considerably since the last inspection as it has been enlarged and resourced with imaginative activities.

### **The behaviour and safety of pupils are good**

- Pupils celebrate one another's differences and take trouble to see that all are included and no one feels left out. New pupils are made very welcome and soon become part of the Bar Hill family.
- Pupils value their education and appreciate all that staff do for them. They say, 'You can trust the school to help you learn properly.' They develop very positive attitudes to learning most of the time, and are keen to contribute to learning.
- Parents say that behaviour is good around the school, a view supported by inspectors. Pupils show respect for one another and take their responsibilities as 'anti-bullying councillors' and 'citizens' very seriously, helping one another out with any concerns and leading games.
- Pupils say that bullying is not an issue at the school, while knowing about different kinds of bullying and how to tackle them. They are aware of the risks associated with social media.
- Pupils say they feel safe in school and know about keeping safe when outside near roads and water.
- Behaviour and safety are not outstanding because every so often some pupils attention wanders and they do not show a consistent enthusiasm for learning. The majority of pupils do, however, think deeply about what they are learning and talk with enthusiasm about the new

understanding they have gained.

### **The leadership and management** are outstanding

- The headteacher's passion for all pupils doing their very best permeates the whole school community, which makes leaders and managers ambitious to make the school as successful as it can be. This is seen in their high expectations of pupils and of one another.
- The headteacher and deputy headteacher encourage all staff to take on leadership roles, so that everybody's potential is developed and strengths are recognised. The school hosts courses for teachers from other schools.
- Teaching has improved as a result of careful checking and high quality coaching. The school has identified that more can be done to extend this work, especially in bringing newly qualified teachers up to the best standards seen elsewhere in the school, so that more teaching is outstanding.
- Systematic and robust checks mean that every aspect of the school's work runs smoothly and consistently well, and that leaders and managers at all levels gain valuable insights into how things are progressing and what could be improved. This is also true of the Early Years Foundation Stage, where sharp assessment gives a clear picture of children's progress.
- The headteacher, deputy headteacher and governors are highly skilled at converting their vision for the school into action that makes a difference to pupils. One example is the way in which the school encourages pupils to set out their aspirations for the future and record their strengths, as well as assessing their self-confidence. Programmes are arranged to strengthen the self-esteem of any potentially vulnerable pupils.
- Actions taken by the senior leadership team, the special educational needs coordinator and the area leaders have had a considerable impact on improving teaching and raising standards. For example, they noticed how boys were not doing as well as girls in reading and writing and took measures to remedy this, with marked results.
- The headteacher, deputy headteacher and governors use the national 'Teaching Standards' to assess performance and to help teachers to improve their work. Demanding targets challenge staff to raise their game, and they are expected to provide evidence of the impact that any training they have accessed has had on their performance.
- The school promotes equality of opportunity extremely well and makes sure that there is no discrimination. It fosters excellent relationships with parents, other local schools and the community and has strong links with the children's centre on site.
- The school makes an outstanding contribution to pupils spiritual, moral, social and cultural development through the values that permeate the culture of the school, its vibrant curriculum and rich international links, including links with a school in Ghana. The grounds are enhanced by special gardens built to commemorate members of the school community who have passed away. It is using its sports funding to focus on enhancing gymnastics and dance and other aspects of physical education to develop healthy lifestyles and physical well being and has effective plans to evaluate its impact.
- The school accesses support from external consultants and the local authority as it perceives a need. It is used by the local authority as an exemplar of best practice.

■ **The governance of the school:**

- Governors, under the leadership of the Chair of Governors, bring a high degree of experience and expertise to the school, which they share generously, for example in enhancing the provision of science. They know about the quality of teaching and data about the school's performance and hold leaders strongly to account through managing performance and asking searching questions. They know how good teachers are rewarded and the steps the school would take to tackle any underperformance. Governors make sure that safeguarding arrangements meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	110625
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	425352

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Montgomery
<b>Headteacher</b>	Lin Whyte
<b>Date of previous school inspection</b>	27–28 November 2008
<b>Telephone number</b>	01954 273305
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