



Bar Hill Primary

Inspection Report

Unique Reference Number 110625
LEA CAMBRIDGESHIRE LEA
Inspection number 278470
Inspection dates 14 September 2005 to 15 September 2005
Reporting inspector Mrs. Helen Ranger LI

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

Type of school	Primary	School address	Gladeside
School category	Community		CB3 8DY
Age range of pupils	4 to 12		
Gender of pupils	Mixed	Telephone number	01954273305
Number on roll	319	Fax number	01954273306
Appropriate authority	The governing body	Chair of governors	Mr.J Reynolds
Date of previous inspection	28 February 2000	Headteacher	Mrs. L Whyte

Age group 4 to 12	Inspection dates 14 September 2005 - 15 September 2005	Inspection number 278470
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large primary school serving the village of Bar Hill and almost all pupils live nearby. Whilst the large majority of pupils come from White British families, about ten percent come from a wide range of minority ethnic groups. Almost all speak English as their main language. The proportion of pupils identified with learning difficulties is average, although more than a usual number have Statements of Special Educational Need. When children join the Reception classes their skills and knowledge are generally average for their age. At the time of the inspection, five teachers were new and had been in the school one week. Key for inspection grades Grade 1 Outstanding Grade 2 Good Grade 3 Satisfactory Grade 4 Inadequate

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Bar Hill Primary School provides a good education for its pupils. It is a school where every child matters and the way that it provides for their care and personal development is outstanding. Under the very effective and energetic leadership of the headteacher, the school is at the heart of the village community and justifiably enjoys the confidence of parents. Children make a good start in the Reception classes, and because the teaching and curriculum are good, they continue to make good progress throughout the school. The performance of pupils by Year 2 is generally good. In recent years, the Year 6 pupils have left with test results that are considerably higher than the national average. Pupils' attitudes to school are excellent and the older ones set an extremely good example to the rest. The school knows itself well. It has already identified the need for more consistency in teaching and learning across the school. It rightly intends to carry on raising standards in writing in particular which have fluctuated in recent years. The school has improved well since its last inspection and is in a good position to continue to flourish. It gives good value for money.

What the school should do to improve further

- Raise standards in writing further, with a particular focus on spelling and structure in Key Stage 1 and presentation in Key Stage 2. - Ensure that teaching is of a consistently high standard across all classes.

Achievement and standards

Grade: 2

From an average starting point when they join the school in Reception, children make good progress. In Year 2 in recent years, they have exceeded national standards, although the results of their teachers' assessments in 2005 were not quite as high as in the two preceding years. In Year 6, progress has been particularly good over the past two years. The national comparisons for the 2005 tests are not yet available, but information from the school indicates that standards will continue to be well above average, as they were in 2004. In that year, mathematics and science improved very well. The school exceeded the challenging targets it set itself for this group in 2005. It is determined to bring attainment in writing nearer to that in reading in both Year 2 and Year 6 and this would improve pupils' achievements further. The school's analyses show that, generally, all pupils achieve equally well in relation to their capabilities. This includes those with learning difficulties and pupils from minority ethnic backgrounds. Sometimes there are slight differences in how well boys do compared with girls but there are no substantial trends in this respect.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Their behaviour is exemplary by Years 5 and 6. Older pupils are excellent role models for younger ones, some of whom need help to understand and stick to the school rules and expectations. The school has several councils and pupil groups that take an active part in the smooth running of the school. For example, the citizenship group of older pupils is trained to look after and support younger ones. This ensures that they make a positive contribution to the success of the school and the well being of younger children. The school's emphasis on healthy living means that pupils get two lessons of physical education a week as well as a wide choice of sports clubs after school. Pupils say they enjoy these activities and they are well attended. Older pupils are planning to run a healthy tuck shop, including budgeting for it, which will help to prepare them for the world of work. Their spiritual, moral, social and cultural development is very good. For example, close links are maintained with the local church. The pupils meet children from another school which has a high proportion from minority ethnic backgrounds. This helps to prepare them for living in a multi-cultural society. They spoke of a particularly enjoyable lesson where they tried on Islamic dress and tasted exotic foods. Attendance is above average and punctuality is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good but are not always of a consistent standard across the school. The teaching in some parts of the school is very good and is characterised by exciting and stimulating activities that really capture the pupils' interest and attention. In all classes, relationships between children and adults are outstanding, and as a result, classrooms are happy places where pupils enjoy lessons, are keen to learn, and are unafraid of making mistakes. Throughout the school, teachers use questions well to draw out the pupils' ideas and to assess how much they have learned. Because teachers provide very clear explanations and instructions, pupils of all abilities know exactly what is expected of them. While most lessons move at a good pace, there are times when the pupils' learning is leisurely. As a result they do not always cover as much ground as they could and don't make as much progress as they should. Good use is made of interactive whiteboards in most classes to illustrate important teaching points and to bring the pupils' learning to life. Teaching assistants make a very good contribution to pupils' learning. They provide unobtrusive and sensitive support for pupils who have difficulties with aspects of their work, and as a result, these pupils are able to take a full part in all activities. Assessment is good. Teachers use a good range of systems for measuring and tracking the pupils' progress and attainment in all subjects.

Curriculum and other activities

Grade: 2

The curriculum has been developed well over recent years and is good. The curriculum for the Reception children places good emphasis on the children learning through first-hand practical experience, and on their finding things out for themselves. In Years 1 to 6, the pupils benefit from a well thought out programme of work that skilfully and creatively links subjects together so that learning is more exciting and relevant for them. Part of the reason that pupils' personal development is so good is the quality of extra activities provided. Pupils of all abilities have many opportunities to take part in clubs and other events. They especially enjoy musical performances and competitive sports. The rich curriculum and good teaching mean that pupils are well prepared for the next stage of their education.

Care, guidance and support

Grade: 1

The quality of care is outstanding. Pupils say they feel safe and secure in school and have adults they can talk to if they are worried. This is because the school has very effective systems for ensuring pupils' health and safety and for checking their views of how well the school is doing. Child protection arrangements are in place and the school has comprehensive systems for recording any playground accidents or incidents. The anti-bullying council of older pupils helps to resolve playground conflicts and ensures children feel safe. Pupils know what they need to do to improve their work and to reach the targets they are set by their teachers.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is very good at her job and works closely with her deputy. They have established an effective spirit of teamwork among staff and governors. This has secured the good improvements of recent years, including the good academic outcomes among children and the high standards in their personal development. The school has correctly identified the need to make the quality of teaching and pupils' performance consistently high across all classes. There are detailed plans to ensure that the new staff are trained to carry out their responsibilities effectively. Good arrangements for self-evaluation have resulted in the school having an accurate picture of where it stands and of how it intends to improve further. All interested parties, such as parents, pupils, governors and staff, have been consulted well and are kept well informed about developments. The school has established a highly effective partnership with parents who greatly value what it offers their children. This partnership was typified by the concerted efforts of staff and parents who worked tirelessly to clear the extensive damage caused by the recent flood. This enabled the school to go ahead with this successful inspection. The quality of teaching, learning and the curriculum are checked regularly and effectively. Staff development has a high priority and is effective. The budget is managed well. The senior managers and

governors plan well for both the short and long term. For example, they have drawn up rigorous plans to deal with the implications of the fall in the numbers of pupils likely to be admitted in the next few years. The school is in a good position to continue to thrive. Its managers have coped well with recent staff changes and succeeded in recruiting suitably qualified and experienced staff. Existing staff speak highly of the senior team and enjoy working in the school. There is excellent support from office staff and the site manager's team. All adults are committed to doing the best for the children in their care and are successfully providing the community with a welcoming and lively school that has many strengths.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and helping us to find out about it. This letter is to tell you about the most important things we saw during our visit. These are some of the best things - You enjoy school very much, get on well with everyone and join in the many interesting activities that you are offered. - Your teachers help you to learn well and to reach good standards in your work. - The adults in the school care for you extremely well and help you to become mature and sensible. - The oldest children set very good examples of behaviour and care to the younger children. - Mrs Whyte is a very good headteacher and makes sure that the staff, governors and your parents are all involved very well in how the school provides for you. - Your views are very important to the adults in the school. These are things that might be made a bit better - You are good at English but we think that, with your teachers' help, you could be even better writers. You can help by trying to improve how you plan your writing and by making sure your spelling and handwriting help you to write clearly. - We want your school to try to make sure that all your lessons are taught as well as the best ones, so that you learn even more. Carry on working hard and enjoying all that your school offers you.