



Bottisham Community Primary

Inspection Report

Unique Reference Number 110669
LEA CAMBRIDGESHIRE LEA
Inspection number 278483
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Mrs. Marina Gough LI

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

Type of school	Primary	School address	Beechwood Avenue
School category	Community		CB5 9BE
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01223811235
Number on roll	255	Fax number	01223811235
Appropriate authority	The governing body	Chair of governors	Mr. Paul Millard
Date of previous inspection	8 May 2000	Headteacher	Mrs. Chrissy Barclay

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school caters for children from the local area of Bottisham and surrounding villages. The school has a part-time nursery class, and most children then transfer to the Reception class. When children start school, their attainment is broadly average. The children's home circumstances are favourable, although children come from a mix of social backgrounds. The percentage of children with learning difficulties and disabilities is lower than the national average. In the past few years the school has received a number of national and local awards for its work in information and communication technology, promoting healthy living and early year's provision. The school has also been awarded the Quality Mark several times over recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that has some outstanding features. It gives good value for money. The school's evaluation of its strengths and weaknesses is excellent, and shows that staff and governors have a very clear understanding of the next steps that need to be taken. The school is keen to continue with its current strategies to lift the already high standards in mathematics up to the exceptionally high standards attained by pupils in English and science. The headteacher and senior staff are also keen to continue to improve the overall quality of teaching. This target ties in well with the inspection findings which show that whilst teaching is good overall, with some outstanding examples of teaching in Key Stage 2, there are some instances where teaching is only satisfactory. The school makes good provision for the children in the nursery and reception classes, enabling children of all abilities to make good progress. Children of all ages and abilities make steady and good progress as they move through the school. They have excellent attitudes to work, and get on extremely well with one another. They thoroughly enjoy their lessons, and appreciate the extensive range of additional and exciting activities the school provides. Children feel very secure in school, and know that their problems or concerns will be quickly dealt with. They are very well prepared for the next stage in their education. The headteacher provides inspirational leadership and enjoys the full support of staff. As a result of excellent team work, change is very well managed, and staff address school improvement targets enthusiastically. The school is extremely well placed for further and continued improvement.

What the school should do to improve further

- Continue to seek ways of raising standards even higher in mathematics. - Clearly identify the satisfactory features of teaching so they can be improved where possible.

Achievement and standards

Grade: 2

The 2005 national tests results show that by the time children leave school at the age of eleven, their attainment in English and science is exceptionally high. In mathematics, standards are well above average, but not quite as high as in English and science. This picture of attainment has been similar over recent years. The school ensures that children of all abilities make good progress from their different starting points, and uses assessment information extremely well to set challenging but realistic targets for individuals. Children with learning difficulties receive outstanding support in class, enabling them to take a full and active part in all activities, and to make excellent progress towards their own individual targets. Standards in information and communication technology (ICT) are much higher than expected at the end of Year 6. This is because of the ongoing commitment the school has to developing the subject within the school, and the good and frequent access the children have to high quality resources. The children's attainment when they start school is broadly average, and

there are particular strengths in terms of their language and social skills. Children make good progress in both the nursery and reception classes so that by the time they transfer to Year 1, most children are attaining the national expectations in all areas of learning, and a good proportion are exceeding them.

Personal development and well-being

Grade: 1

The children's personal development and well-being are outstanding. Children feel highly valued, and appreciate the way the school encourages them to express their ideas and views through the highly active school council. They really enjoy coming to school, and as a result attendance is above the national average. Children display a good sense of responsibility and maturity, and are very polite and well mannered. They get on very well with one another and understand the impact of their actions on others. They know the difference between right and wrong, and the school provides them with many opportunities to reflect on their lives and the world in which they live. Through the school's drive for adopting healthy lifestyles, children are very aware of the need to keep safe, fit and healthy. There is very good provision for physical activity and the children enthusiastically take part in competitive sports events. By the time children leave school at the age of eleven most have very good skills of literacy, numeracy and ICT which prepare them very well for the next stage of their education, and later for the world of work. Children of all ages make a valuable contribution to the local and wider community and work hard to raise money for charities.

Quality of provision

Teaching and learning

Grade: 2

Taken overall, teaching and learning are good. However, as the school itself has identified, the picture is mixed and the quality of teaching ranges from satisfactory to outstanding. In those classes where teaching is predominantly outstanding, lessons are vibrant, pacy and exciting. As a result, children are exceptionally highly motivated, and demonstrate a real thirst for learning. Tasks are very challenging and the children of all abilities make significant gains in their learning. Where teaching is satisfactory, lessons are not as lively, and at times activities do not fully match the needs of all individuals. A strong feature of teaching in all classes is the outstanding use made of interactive whiteboards and other information technology to enliven teaching and to bring the children's learning to life. Children and staff show high levels of competence and confidence in their use of technology. Teaching assistants provide excellent support for individual children and groups of children. They are very well briefed by teachers so that they know exactly what is expected of them. They provide sensitive and unobtrusive support so that the children with whom they are working are able to take a full and active part in all activities. Assessment information is used very well to enable the school to track and monitor the children's progress and attainment. Exceptionally good use has been made of data gathered in mathematics to find out what more can

be done to raise standards further. Children receive constant feedback about their work so that they know the next steps in their learning.

Curriculum and other activities

Grade: 1

The Foundation Stage curriculum is good, and there is a good balance between activities the children choose themselves and those that are led and directed by an adult. Over the past few years the school has very successfully developed the Key Stage 1 and Key Stage 2 curriculum so that it is now of outstanding quality. There is a strong emphasis on developing basic skills of literacy, numeracy and ICT so that the children are very well prepared for the next stage of their education. Children have ample opportunity to practise and use these skills in their work in other subjects. Very strong links between subjects provide a real and meaningful context for the children's learning. For example, in a recent project about the Tudors, the children studied Tudor dances in their physical education lessons and Tudor music in their music lessons. The school has done much to extend and enrich the children's learning through an exciting programme of additional activities. Philosophical thinking sessions have an excellent impact on the children's personal development as they discuss their own feelings and those of others, and consider how a train of events can be set in motion. The school provides an extensive and stimulating range of extra-curricular activities, and an exciting programme of visits, including residential visits, which the children talk about with much enthusiasm. Local members of the community visit the school regularly to talk about various aspects of their work and life and thereby successfully extend the children's experience.

Care, guidance and support

Grade: 1

The school provides a very caring and supportive environment where children are happy and confident and very much treated as individuals. Teachers know the children and their families exceptionally well and work very hard to provide a first-rate level of care and support. Both children and parents know their concerns will be listened to, and acted upon where appropriate. Older children greatly appreciate the support and guidance they receive and readily agree that 'if you are stuck, teachers help you.' Child protection arrangements are clear and those children who are at risk are quickly identified and supported effectively. The school works very successfully with outside agencies, such as educational psychologists, and occupational and speech therapists so that children who have significant needs can be fully integrated within the community of the school.

Leadership and management

Grade: 2

Leadership and management are good with some outstanding features. The headteacher leads by example, and sets a very high standard. She tackles school improvement in

an imaginative way, ensuring that the available resources are used to best effect. The headteacher and senior management team work very effectively together and provide excellent strategic direction for the school, and as a result, there has been very good progress since the last inspection. New co-ordinators are developing their leadership roles well, and benefit from the advice and expertise of more experienced colleagues. There is a very strong sense of team work, with all staff pulling in the same direction. The school is very well placed for the next stage of its development. The monitoring of individual aspects of the school's work is rigorous, and has led to the school being in a strong position to accurately identify its strengths and relative weaknesses. The school's self-evaluation closely matches the inspection findings, although the judgements about the quality of the curriculum are unduly modest. Monitoring is clearly linked to school improvement, and has been successful over recent years in bringing about improvements in teaching and learning, and in raising standards. The governing body is well established, highly supportive and fully involved in monitoring the school's work. All statutory duties are fulfilled. Major spending decisions are carefully considered, so that the school can maintain a healthy contingency fund whilst at the same time forging ahead with new projects. The school effectively seeks the views of all stakeholders when making important decisions, and parents' views are sought regularly, and followed up. The school is an integral part of the local community, and the residents' views were canvassed recently prior to the school implementing its 'Travel Plan'.

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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	1	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	1	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	1	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	1	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?	1	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	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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

I would like to thank you very much for the warm welcome you gave us when we visited your school recently. We really enjoyed ourselves, and agree with you that Bottisham is a good and happy school. We are very pleased with the very good work you do in English, science, mathematics and information and communication technology. You do especially well in English and science, and we have asked your teachers to look at ways of helping you to do even better in mathematics. You told us that you enjoy your work, and we could see this by the way you try to answer questions in lessons, and by the keen way you tackle new activities. Mostly, your teachers work really hard to make lessons interesting, and then you are very enthusiastic and keen to learn. They use the whiteboards extremely well to show you new ideas, and go to a lot of trouble to make activities exciting. Just occasionally, lessons are not quite as challenging, and sometimes work is a little too easy or too hard for you. We agree with you that you are very lucky to have so many extra activities and visits. You told us that you particularly enjoy residential visits, and your philosophy lessons. Your teachers spend a lot of time helping you to see how you can improve your work, and you can go to any adult if you are in trouble. You are also fortunate to have 'peer mentors' who help out in the playground. We were very impressed by how friendly and polite you are, and by how well you get on with one another. You use the school council very well to share your ideas and views with the headteacher and teachers, and often your suggestions are acted upon. Your headteacher is doing an excellent job, and together with the rest of the staff, makes sure that you do your best, and that you have the skills you need for secondary school, and for later on in life when you are working.