



# Burwell Village College (Primary)

## Inspection Report

**Unique Reference Number** 110758  
**LEA** CAMBRIDGESHIRE LEA  
**Inspection number** 278504  
**Inspection dates** 2 March 2006 to 3 March 2006  
**Reporting inspector** Mr. Raymond Jardine LI

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

<b>Type of school</b>	Primary	<b>School address</b>	The Causeway
<b>School category</b>	Community		CB5 0DX
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01638 613103
<b>Number on roll</b>	412	<b>Fax number</b>	01638 741901
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Alan Orme
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Jackie Webster

Age group	Inspection dates	Inspection number
4 to 11	2 March 2006 - 3 March 2006	278504

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than most other primary schools and serves the village of Burwell and its surrounding rural district. The school works in partnership with others on the same site to offer a number of additional services to the local community. Almost all pupils are of White British background. The proportion of pupils with special educational needs is below average. Pupils' attainment on entry to the school is about average. The school has achieved several awards in recent years, including The Basic Skills Quality Mark, the ACTIVEMark Gold Award and FA Charter Mark for physical education, and the NAACEMark for information and communication technology (ICT) provision.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Burwell Village College provides a good education for its pupils and is at the heart of the community it serves. The school's extensive links with the local and wider community contribute greatly to pupils' personal development, the breadth of the curriculum and quality of care provided. The inspectors agree with the school's views of its effectiveness. It provides good value for money. Pupils make a good start in school because the provision in Reception Year is rich and well planned. This progress is evident in later years and overall standards in Years 2 and 6 are significantly above average. Standards in English have improved most because of the effort the school has made to raise achievement, particularly in writing. In mathematics, however, some more able pupils do not do as well as in other subjects because they lack confidence in their problem-solving and investigative skills. The school is working to improve these skills in both mathematics and science. Teaching is good. Pupils' progress towards their targets is closely monitored and the correct action is taken where necessary. The guidance pupils receive on how to improve their work through marking is a current priority. Some of it is good, but it is not yet consistently so across the school. Pupils' personal development has some outstanding features, as has the quality of care provided. Pupils enjoy learning and their contribution to school life and the wider community are excellent. They also benefit greatly from the school's work to encourage healthy diet and physical fitness. The curriculum is enriched by an outstanding range of additional activities and events that enhance pupils' experiences. The school is well led and managed and governance is effective. The school's effective actions taken to tackle its weaknesses in recent years demonstrate its good capacity to improve further.

### **What the school should do to improve further**

- Further raise standards by continuing current work to introduce more problem-solving and investigative activities into mathematics and science.
- Ensure that the guidance pupils receive on how to improve their work through marking and other feedback is consistently good across the school.

## **Achievement and standards**

### **Grade: 2**

Pupils attain standards that are significantly above average by Year 6. Taking account of their average attainment on entry to the school, they achieve well. Pupils with learning difficulties and disabilities are supported effectively and make good progress. Reception pupils are taught in a very stimulating and encouraging environment. Well-led and well-planned provision enables them to make good progress, especially in their personal, social and emotional development. Pupils continue to make good progress and reach above average standards in reading, writing and mathematics by Year 2. A good proportion of pupils achieved above the expected level in all three of these subjects in 2005 and these above average standards are being maintained in the current Year 2. Pupils' overall attainment in Year 6 has been rising in recent years.

There were major improvements in English as a result of the emphasis placed on improving writing standards throughout the school. Standards in mathematics and science also rose and were above average in 2005. English standards were exceptionally high and targets were exceeded by some margin. Over half of the pupils achieved above the expected level in both English and science. In mathematics, however, some more able pupils did not achieve as well because they were not confident enough in their investigative and problem-solving skills. Consequently, one of the mathematics targets was missed. The school is rightly focussing attention on developing such skills in order to improve both mathematics and science to the high standards of English. The school's targets for 2006 are appropriately challenging. Pupils also make good progress in ICT. They have good access to computers and use them regularly in many subjects.

## **Personal development and well-being**

### **Grade: 1**

The school's excellent links with the community and the many opportunities for pupils to take responsibility, together with the school's insistence on good behaviour, result in outstanding personal development. Relationships throughout the school are very good, and consequently pupils respect the adults in school and one another. Spiritual, moral, social and cultural development is very good. Pupils know the difference between right and wrong, and pupils say that bullying and unkind behaviour are rare. They learn to appreciate music, art and literature. Pupils understand the diversity of values, cultures and beliefs through geography and religious education lessons, and through the many visits and visitors to school. Pupils enjoy school and attendance is above average. In the Reception class, children understand what is expected of them. They develop independence and behave well. Pupils enjoy many rewards for their achievements and consequently behaviour in lessons and around the school are good. Pupils know how to stay safe and have faith in the adults in the school to deal with their worries. Pupils much enjoy the wide range of sporting and physical activities that the school offers, and have an excellent understanding of the need to eat healthily and take exercise. The pupils' considerable contribution to the school and wider community is also outstanding. They take full advantage of the many opportunities to take responsibility, such as being playground buddies and organising treat days. The school's central place in the wider community is exemplified by links with the local day centre for the elderly, and pupils often initiate charity collections and projects. Through the influential school council, pupils are much involved in changing school life. High standards in literacy and ICT and very good group work prepare pupils well for their future working lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning are good overall. Lessons are well structured and mostly planned around clear objectives for learning and around criteria for success. These are shared with the pupils and explained effectively. Activities usually challenge the most able and are suitably adapted to meet the needs of pupils with special educational needs. In many lessons, the variety of activities employed is good and is underpinned by the efficient use of time which means that learning continues at a brisk pace. This in turn maintains the pupils' interest and concentration. Questioning is thoughtful and probing. Teachers provide good opportunities for small group work and this helps the pupils learn to cooperate, to take account of one another's views and to develop their speaking and listening skills. Teachers also make good use of the interactive whiteboards to make lessons enjoyable and interesting. Teaching assistants are well deployed to help children to learn effectively and to make sufficient progress in small groups. Assessment is used well to guide planning and to group pupils by ability. Marking is up to date, with some teachers providing comments to show how pupils can make their work better. However, there are inconsistencies of approach to marking that the school is working to improve.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides its pupils with a programme for learning that is broad and balanced and gives suitable emphasis to different subjects and the development of skills, in particular in literacy, numeracy and ICT. The learning environment in lessons and around the school is dynamic and attractive. The Foundation Stage curriculum is well planned and provides children with a good start to their education, as well as emphasising an understanding of how to stay safe and healthy. An outstanding feature of the school's work is the well-attended variety of activities, during and after school hours. There are also many trips to places of interest and a diverse range of visitors are invited in to the school to broaden the pupils' views of community and national issues. An extensive programme for encouraging healthy lifestyles ensures that pupils are clear about healthy eating and drinking and learn about the dangers of smoking. The emphasis on physical recreation ensures that the pupils get plenty of exercise, which they enjoy.

### **Care, guidance and support**

#### **Grade: 1**

The quality of care, guidance and support is outstanding. The school's central role in the community and the additional services it provides create a caring ethos in which children and families are very well known to all staff. For example, the family link worker plays an important role in involving parents more fully in their children's

education and the life of the school. The courses and clubs and parenting classes provided by the link worker ensure that she knows families very well, and her involvement means that pupils' needs are addressed quickly and thoroughly. Arrangements for transition into the Reception class and to local secondary schools are very good. Procedures for child protection and for making sure pupils are safe in school, and on trips outside, are robust. Systems for checking how well pupils are doing are also very well developed, particularly in reading, writing and mathematics, and action is taken to provide support to pupils who need it. Staff regularly use these systems to set appropriate targets for writing.

## **Leadership and management**

### **Grade: 2**

Leadership and management, including governance, are good. The headteacher and her two assistant headteachers, all appointed in 2004, provide good leadership that is focussed on improving standards. The school's monitoring of teaching and its use of assessment to guide its work were both weaknesses at the time of the last inspection. Much has been done in the last two years to ensure that pupils' progress is more systematically monitored in key areas and that action is taken where necessary by managers throughout the school. The effectiveness of teaching and the curriculum is also monitored in a variety of ways and this has led to improvements in teaching quality. The great majority of parents have full confidence in the school's work and measures are in place to listen and respond to their concerns. Overall, the school accurately diagnoses its strengths and weaknesses and the priorities in its improvement plan are soundly based. Rising standards, particularly in English and ICT in recent years, demonstrate the impact of these improvements in management and the school's good capacity to improve further. Staff morale is high because they are consulted and feel central to the school's improvement. Teachers and teaching assistants work closely in the interests of all pupils. Much is done to ensure that vulnerable pupils and those with special educational needs are able to do as well as they can. Subject co-ordinators are enthusiastic, committed and knowledgeable. Their work forms an integral part of the school's self-review cycle and they do much to provide training and guidance to colleagues. The governing body is led effectively. Governors know the school well through their regular visits and reports from many sources. Finances are managed and targeted appropriately and their impact is checked to ensure that the school achieves good value for money.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

You may remember that we visited your school recently. We would like to thank you for the politeness you showed us during our visit. We spoke with many of you in lessons and in discussions and what you said helped us come to some judgements about the quality of education you receive. We think you go to a good school. You enjoy school life and you get on well with your fellow pupils and with adults at the school. We were impressed by your behaviour and enthusiasm for learning. Here are some of our findings about your school. What we liked about your school: - The teaching is good. Consequently, you make good progress in acquiring new knowledge and skills, especially in English. - The wide range of visits and visitors to the school, together with many extra-curricular activities provided, broaden your education and bring learning to life. - The adults in your school take very good care of you and regularly check how well you are doing to help ensure that you do not fall behind. - You take seriously the need to be healthy and are very aware of the importance of good diet and exercise. - You make an excellent contribution to school life and to the community through your influential school council, and the many projects and community events. - Staff and governors are strongly committed to making your education better and are constantly looking at ways of improving it. There are some things that Mrs Webster and inspectors agree could be even better. The school is currently trying to improve your investigative and problem-solving skills in both mathematics and science. Teachers are also working to provide you with more help on how you can improve your work and reach your targets. You can help them by continuing to work hard, especially in mathematics and science, so that you do as well as you already are in English. With our best wishes for your future at Burwell Village College.