



# Histon and Impington Junior School

## Inspection Report

---

**Unique Reference Number** 110751  
**Local Authority** CAMBRIDGESHIRE  
**Inspection number** 288762  
**Inspection date** 25 September 2006  
**Reporting inspector** Mr. Ian Nelson

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

---

<b>Type of school</b>	Primary	<b>School address</b>	The Green
<b>School category</b>	Community		Histon, Histon
<b>Age range of pupils</b>	7-11		Cambridge, Cambridgeshire CB4 9JA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01223 712192
<b>Number on roll (school)</b>	336	<b>Fax number</b>	01223 712193
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	.Neil Davies
		<b>Headteacher</b>	Mrs. Lesley Birch
<b>Date of previous school inspection</b>	Not previously inspected		

---

<b>Age group</b> 7-11	<b>Inspection date</b> 25 September 2006	<b>Inspection number</b> 288762
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector in one day.

## Description of the school

This is a larger than average junior school serving an area of mainly private housing in rural Cambridgeshire. The number of children eligible for free school meals is well below average. Most pupils are of White British heritage with a small number from minority ethnic backgrounds. Only a small number do not have English as their home language. A small number of children are from Traveller communities. The numbers of children with learning difficulties and with statements of their special educational need are higher than is usually found. When children start at the school in Year 3 their standards are broadly average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where all children achieve well and for many, achievement is exceptionally good. The school is particularly successful in helping children who do less well in the national tests at Year 2 to make up ground by Year 6. Overall standards in English, mathematics and science are well above average and have been over recent years. Standards in English in 2005 were exceptionally high. Not only do children do well in the core subjects they also reach high standards in other subjects including art, music, physical education and information and communication technology (ICT). The school's success arises from the exceptionally caring ethos that the head, with her staff and governors, have established. This values all individuals and creates a nurturing but challenging environment in which children thrive. Parents are highly appreciative of the school as summed up by one who wrote, 'care of, and awareness of each child as an individual is excellent' This view is echoed by the children who say that the school is an exciting place where 'learning is fun' and there is no bullying 'because the teachers deal with it straight away', and 'Mrs Birch is very nice about things'. Consequently, this is a happy and harmonious school. Behaviour is exemplary so that not a moment is lost in lessons or around the school in the maintenance of discipline. Because children are encouraged to express their opinions, to take a role in setting class rules and to accept increasing responsibilities for the smooth running of the school they grow in confidence and their personal development is outstanding. They know how to stay safe and healthy, and make appropriate choices. The combination of good literacy, numeracy and ICT skills with increasing personal responsibility and social skills equips the children exceptionally well for the next stage of education and adult life. Teaching is excellent because lessons are planned very carefully to take children's learning forward from whatever level they have reached previously. Children say they are not bored because teachers make learning interesting. They speak animatedly of the practical activities they do, like making erupting volcanoes in science or reinforcing basic number skills through games. Those who find learning hard get excellent support from teaching assistants so that they make outstanding progress. Children enjoy an excellent range of activities in lessons and in after school clubs that goes well beyond the required subjects. For example, they have the chance to learn three foreign languages, partly thanks to outstanding links with the secondary specialist language college. They enjoy a wide variety of sporting and musical opportunities. Good links with the infant school ensure that children settle quickly into junior school routines. The school benefits from exceptional leadership at all levels. The headteacher, staff and governors have a very clear picture of how well the school is doing because they have rigorous and systematic procedures for checking this. This shared understanding of the school's performance and the commitment to continuous improvement ensures that all staff and governors are involved in school development planning so that, good as the school is, there is no complacency. Consequently, the school is planning to give children more responsibility for their own learning by helping them to understand how they learn best, and to develop even stronger links with the infant school to make the transfer between the two schools even more seamless. Given the way the school has successfully addressed the key

issues from the previous inspection, maintained high standards and made significant improvements to ICT resources, the range of learning activities and the building there is little doubt that it has outstanding capacity to improve further.

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

- Help children to understand how they learn best in order to accelerate their learning.
- Build on the existing good links with the infant school to streamline transition even further.

## **Achievement and standards**

### **Grade: 1**

Achievement is excellent. The school's highly effective systems for tracking how well each child is doing ensure that they get work well matched to their needs and achieve at least well. Those who find learning hard achieve exceptionally well because the school provides very effective support in class to ensure they reach the targets in their individual education plans. The school sets and generally achieves challenging targets in the English and mathematics tests for Year 6 and as a result, standards are well above average. The small numbers of children from minority ethnic backgrounds, and Traveller children are very well supported so that their achievement matches that of other groups.

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

### **Grade: 1**

Children's personal development, including their spiritual, moral, social and cultural development is outstanding. Children thoroughly enjoy school and attendance is usually above average, although an outbreak of influenza caused a dip to average in 2005. They say the 'huge variety of clubs after school', and activities 'like the talent shows build up the confidence of the older children'. Children have excellent opportunities to contribute to the school community as school councillors or helpers in a range of tasks. The school is heavily immersed in the life of the local community. Children enjoy ample opportunities for quiet reflection, as in the excellent assembly on the way individual differences create strong teams.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. An effective balance is struck between levels of challenge and support. For example, children in Year 6 generated their own number problems within the guidelines set by the teacher and enjoyed working out the answers and checking for correctness 'by doing the inverse operation'.

Meanwhile children in Year 3, being introduced to the laptops, were taken step by step through the procedures for opening the correct program, typing some text and saving it, with extra adults making sure they all succeeded. The school is planning to bring another dimension to lessons by helping children to understand their favoured learning styles and how to maximise these.

## **Curriculum and other activities**

### **Grade: 1**

Children enjoy an excellent range of activities to help them to learn. The strong focus on personal, social, and health education ensures that they know about healthy and safe lifestyles, and promotes excellent personal development. Basic skills are well taught with good use of ICT to promote learning in other subjects. There are plenty of enrichment activities like visits and visitors to bring learning to life and keep children motivated. Children with learning difficulties, including those with statements of their special educational need are very well provided for so that they make excellent progress.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. All the required procedures to ensure pupils' health, safety and welfare are in place and regularly updated. Induction arrangements for new pupils are very good and help them settle quickly. One parent wrote, 'we are very pleased with the way she has settled in', echoing the views of other parents of Year 3 pupils. Staff are committed to developing even better links with the infant school to make the transfer even more smooth. The school has comprehensive systems for checking how well children are doing in all subjects and for setting targets for them to aspire to.

## **Leadership and management**

### **Grade: 1**

Leadership and management are excellent at all levels. The school successfully includes all children, whatever their ability, gender, ethnicity or social background in the whole life of the school. It regularly seeks the views of parents. Although a handful of parents who responded to the questionnaire sent out at the time of the inspection feel the school does not do enough in this respect, the vast majority think it does seek and value their views and the inspector agrees with them. Children say their views are sought and taken seriously by staff. The school works closely with neighbouring schools and other agencies to ensure the high standards of care and education are continually improved upon. Schools do not become as successful as this one by accident and at the forefront of the school's success is the headteacher whose vision and drive have enabled it to go from strength to strength.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

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

### 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>	1
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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



## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

September 26 2006 Dear Children Histon and Impington Junior School, The Green, Histon, Cambridge, CB4 9JA Thank you for making me so welcome when I came to inspect your school recently. This letter is to tell you what I thought about your school and how it could be even better. I think you are lucky to go such an outstanding school. You told me that teachers make learning fun and that you do exciting things in lessons. I saw some of this myself in looking around the school. You also told me that behaviour is excellent and there is no bullying because teachers sort it out straight away. This was certainly the impression I got as I saw you working hard in classes, having lunch together quietly and sensibly and playing outside. Because the staff look after you so well you make excellent progress in your learning, especially those of you who sometimes find lessons a bit hard. You also have adults or older children to go to if you ever get worried or upset. To make the school even better I have asked the teachers to do two things. First of all I think you could learn even more if they helped you to understand how each of you learns best, because we don't all learn in the same way. Secondly, because I know how scary it can be moving from the infants school to the juniors I have asked the teachers to work even more closely with the infant school so you get an even better start to life in the juniors. I am sure Mrs Birch and the other staff will continue to work hard to make the school an exciting and interesting place for you and you can do your bit by continuing with your excellent behaviour and hard work. Ian Nelson Lead inspector