

# Fulbourn Primary School

## Inspection report

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<b>Unique Reference Number</b>	110759
<b>Local Authority</b>	CAMBRIDGESHIRE
<b>Inspection number</b>	288764
<b>Inspection date</b>	27 March 2007
<b>Reporting inspector</b>	Godfrey Bancroft

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

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<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 on roll</b>	
School	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Philip Hodgson
<b>Headteacher</b>	Mrs Fiona Thorpe
<b>Date of previous school inspection</b>	16 September 2002
<b>School address</b>	School Lane Fulbourn Cambridge Cambridgeshire CB21 5BH
<b>Telephone number</b>	01223712525
<b>Fax number</b>	01223712526

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## Introduction

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

## Description of the school

This is an average size primary school. The community served by the school is representative of a wide range of economic and social backgrounds. Children's attainment when they enter the school is broadly in line with that expected for their age. The percentage of pupils from minority ethnic backgrounds is also broadly average. At the moment there are a very small number of pupils who are at the early stages of speaking English. Close to a quarter of pupils have learning difficulties or disabilities, which is broadly average. The school has been awarded Activemark 2006 in recognition of its work to promote sport.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspection agrees with the school's evaluation of its performance. This is a good school in which the academic and personal qualities of each pupil are recognised and valued. The comment of one pupil reflected that of many others when he said, 'It's a really friendly school and teachers are always there to help'. The Foundation Stage provides children with a good start to their education, enabling them to attain standards that exceed those expected for their age. Pupils in Years 1 to 6 continue to achieve well and make good progress. By the time they leave standards are above average.

Pupils' personal development and well-being are good. This is based on the good care, support and guidance provided by the staff. The vast majority of pupils work hard, enjoy school and behave well in lessons and around the school. Even so, some pupils are not sufficiently aware of their targets for learning or about what they need to do to achieve them. Pupils' spiritual, moral, social and cultural development is good. Pupils are caring and contribute well to their community. The school is also helping them to appreciate the importance of having a healthy life style. Teaching and learning are good. Whilst pupils usually make good progress during lessons the work set for the most able is not always difficult enough. The curriculum is outstanding and the range of additional activities provided by the school is exceptional. These additional activities include a superb choir and orchestra.

Leadership and management are good. The headteacher is supported well by the governing body and together with the senior leadership team they are working effectively to improve the quality of education and to drive standards up. Because of this the school's capacity for future improvement is good and it provides good value for money. Improvement since the last inspection is also good. The vast majority of parents and carers hold the school in high regard and feel it provides their children with a good quality of education. Amongst many positive comments one parent said, 'I am very glad my children attend this school, and I wouldn't choose any other.'

### What the school should do to improve further

- Ensure that work set for the most able pupils provides them with sufficient challenge.
- Ensure that all pupils are fully aware of their targets for improvement and what they need to do to achieve them.

## Achievement and standards

### Grade: 2

In the Foundation Stage children make good progress and standards by the time they move into Year 1 exceed those expected for their age. Good progress continues in Years 1 and 2. Over recent years standards at the end of Year 2 show a steadily improving trend to the point where, in 2006, in reading, writing and mathematics they were above average, with the highest standards seen in writing.

By the end of Year 6 standards in the past in English have been much better than those in mathematics. Pupils in Years 3 to 6 are also achieving well and make good progress. Because of this good progress standards in English are above average, and standards in mathematics and science have caught up. Standards in music are exceptionally high. Pupils who have learning difficulties or disabilities and those who do not speak English as their first language also make

good progress. The school sets very challenging targets for attainment, which in most years it meets.

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

### **Grade: 2**

Behaviour is good. Pupils are friendly and helpful and the vast majority work hard. Occasionally minor disruption occurs, but such instances are kept to a minimum and are managed effectively by teachers. Although it is slightly below average, attendance is improving and the school is doing all it can to promote good attendance.

The school works hard to encourage pupils to acquire a healthy lifestyle. Even so, the content of some packed lunches suggests that a few pupils do not follow the guidance the school gives them about the importance of eating healthily. However, pupils do enjoy opportunities to take regular exercise. Pupils contribute well to their community and provide support for local, national and international charities. For example, they give generously to many charities, including sponsoring Ugandan orphans from the Watoto Childcare Ministry, whose choir has visited the school. Daily assemblies make a significant contribution to pupils' good spiritual, moral, social and cultural development and pupils clearly appreciate the beliefs and values of those from other cultures. Pupils acquire the skills that will contribute to their future economic well-being well.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning, including that in the Foundation Stage, are good. During the inspection some outstanding teaching was observed. At such times lessons progress at a cracking pace and pupils participate with great enthusiasm. Relationships between pupils and staff are very good, helping pupils to become confident learners. Pupils of all ages contribute well to discussions. Support for the development of speaking and listening is good and this is part of the reason why standards in writing are above average. Lessons are usually planned well to meet the needs of most pupils and especially the needs of those who find learning difficult. However, sometimes the work set for the most able pupils is not challenging enough. Teaching assistants contribute well to the learning of pupils of all abilities.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum for the youngest children and for pupils in Years 1 to 6 is outstanding. The school provides an exceptional range of additional activities which contribute very well to pupils' learning, especially in the arts, music and physical education. These activities include, amongst many others, badminton, football, salsa dancing and yoga. The community makes a strong contribution to the curriculum, including the leadership of the gardening club and the development of the school grounds. The school is also part of the 'Vital Communities' project to study the long term impact of the arts on the quality of life. Residential visits for pupils in Years 3 to 6 give very good support for their personal and social development. French is taught to pupils in Years 5 and 6. The school also provides a good range of support programmes to help those pupils who are not progressing as quickly as they should. These courses are having

a marked effect on the rate at which pupils make progress, especially those who sometimes find learning hard.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school works effectively to promote pupils' emotional and personal development. It provides a good programme of personal, social and health education. This is typified by the 'Acorns' group and the 'SEAL' programme which support pupils in meeting the challenges which some of them face in their personal lives. Arrangements to ensure that pupils are safe and secure are good and meet all the current requirements.

The procedures for keeping an accurate track of the progress that pupils are making have not been long in place, but teachers mostly make good use of the information they generate to identify pupils' needs at an early stage and plan subsequent learning. The involvement of pupils in understanding how well they are progressing and knowing what they need to do to improve is at a relatively early stage. Consequently some pupils are not sufficiently aware of their targets or of what they need to do to make their work even better.

Provision for children with learning difficulties and disabilities is good. There are also good links with external agencies that provide support for pupils who find learning more difficult. Arrangements to consider and respond to the views of parents and carers are good.

## **Leadership and management**

### **Grade: 2**

The headteacher has been in post for just under a year. She provides good leadership and has a clear vision for how the school should move forward. She has already introduced measures that are having a very positive impact on pupils' learning and on the progress they make. The school's arrangements to evaluate its performance, including the quality of teaching and learning are good. The headteacher has restructured the senior leadership team to include a Personalised Learning Leader and a Basic Skills Leader. As a result the school is able to focus closely on key areas likely to bring about improvements. The areas identified for improvement are set out in the school's development plan, which provides a clear picture of how they will be achieved and evaluated.

The governing body is very supportive of the school's work and undertakes its duties effectively. Governors are knowledgeable about what the school does well and about what it needs to do to improve. Governors also manage the resources available to the school well.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<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>	2

<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.



## Annex A

**Leadership and management**

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

27 March 2007

Dear Pupils

Inspection of Fulbourn Primary School, School Lane, Fulbourn, Cambridge, Cambridgeshire, CB21 5BH

I would like to thank you for making my recent visit to inspect your school so enjoyable. I was very pleased to see you working so hard in lessons and to hear how much you enjoy your education at Fulbourn Primary School. The singing of 'When the saints go marching in' by your school choir and the playing of John Lennon's 'Imagine' by your excellent orchestra have provided me with treasured memories of my visit. I know you and many of your parents and carers think your school is good. You and they are right to feel this way and here are some of the reasons why.

- Your teachers and teaching assistants help you to do your best.
- You make good progress with your work.
- You have many interesting things to do outside lessons.
- The vast majority of you behave well in lessons and around the school.
- The school is good at taking care of you and making sure you are happy and safe.
- Mrs Thorpe and your governors are good at making sure that the school runs smoothly and that you have everything you need to help you to learn well.

To make your school even better I have asked Mrs Thorpe and the staff to do the following two things.

- To make sure that the work set for the most able amongst you is always challenging enough.
- To make sure that you are all fully aware of the targets set for your progress and know what you need to do to achieve them.

I wish you all every success in your future.

Yours sincerely

Godfrey Bancroft

Lead Inspector