

# Bottisham Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	110669
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	325194
<b>Inspection date</b>	18 March 2009
<b>Reporting inspector</b>	Raymond Jardine

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	245
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Paul Millard
<b>Headteacher</b>	Mr Paul Belzar
<b>Date of previous school inspection</b>	11 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Beechwood Avenue Bottisham Cambridge CB25 9BE

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<b>Age group</b>	3–11
<b>Inspection date</b>	18 March 2009
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## Introduction

The inspection was carried out by two additional inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the extent to which the relative weakness in boys' writing is being addressed and improvement in science achievement is being sustained
- the consistency of teaching quality and how it can be improved further
- how well the school is contributing to community cohesion and the impact its work is having on pupils.

Inspectors gathered evidence from parents' questionnaires and school documentation, observed lessons and held discussions with the chair of governors, senior leaders, other staff and with pupils. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This school is of average size and serves the village of Bottisham and surrounding areas. There are more boys than girls; almost all pupils are White British but a few come from a range of other backgrounds. A small number are at an early stage of learning English. An average proportion has learning difficulties and/or disabilities, mainly moderate learning or behavioural, emotional and social difficulties. The proportion entitled to free school meals is below average. Children's knowledge and skills on entry to Early Years Foundation Stage is in line with that expected for children of this age. There is provision for a privately run breakfast and after-school club on the same site. This is inspected separately.

The school has been awarded the Activemark for its physical education provision and also the ICT Mark, in recognition of its use of computers with pupils. In the past year, there have been significant staff changes, including the appointment of a new headteacher and deputy. Year 6 pupils were on a residential visit during the inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Bottisham Primary provides a good education for its pupils. They achieve well, both academically and in their personal development. The staff work very well under the good leadership of the headteacher and deputy, providing high standards of care within an encouraging and lively learning environment. Pupils much enjoy school life and parents strongly endorse the school's work. One typical parent's remark was: 'Bottisham is a very well run school. My children enjoy school and have achieved a great deal.' Another remarked: 'The head has made a real impact on our school; he has a firm, fair attitude to all and has earned the respect of parents and children.' The school has emerged from a period of considerable staffing changes. The governing body has steered the school through these times well and made good appointments to critical positions. The new headteacher has already gained the confidence of parents and with his deputy is providing clear and decisive leadership. There is good teamwork throughout the staff which has enabled it to tackle relative weaknesses identified at the last inspection effectively. Mathematics, for example, is now a strength and both boys and girls are attaining high standards in the subject by Year 6. The school's track record of reviewing its performance and tackling weaknesses demonstrates its good potential to improve further.

Pupils achieve well throughout the school. They enter Year 1 with standards that are a little above those expected at this age. By Year 2 standards are typically above average in reading, writing and mathematics. In 2008, writing was the stronger area, reflecting the emphasis given to pupils learning letters and sounds, which is providing a good foundation for early reading and writing. By Year 6, standards are well above average. Most improved has been science. However, in 2008, writing standards among some boys were weaker so that fewer than expected attained the higher Level 5. The school analyses its performance rigorously and is quick to act. The new literacy co-ordinator has focussed attention on writing in exciting and varied contexts, leading the drive to raise standards. Writing is now much improved, although the school is right to continue this focus and to build on the higher standards now being seen in lower years. The school has also worked hard and successfully to build more creativity into its well developed curriculum. The impact is evident in pupils' enjoyment of learning and their high standards in creative arts subjects, such as music. Many pupils learn to play an instrument, others take part in the choir and there is a school orchestra. Drama and school productions are also much enjoyed by pupils and increasingly by the local community. A distinctive feature of the curriculum is the way teachers are skilled at incorporating information and communication technology (ICT) across subjects to help raise standards and also to aid their teaching; consequently pupils acquire very good computer skills.

Standards of care are very high. Systems for safeguarding pupils, such as child protection arrangements and checks on the suitability of adults, meet current requirements and are managed well. Those pupils who need additional support for their learning difficulties or are at an early stage of learning English are assessed and given very good support to enable them to do as well as their peers. Teaching assistants are well trained and the provision made for vulnerable pupils is very well managed by a knowledgeable co-ordinator. Very good use is made of outside expertise where necessary to ensure that planned programmes for individual pupils meet their needs. Pupils are taught how to stay safe and most understand the importance of a healthy diet and exercise to their well-being. The school promotes good behaviour very successfully and consequently pupils thrive and enjoy excellent relationships with adults. A few pupils can sometimes show challenging behaviour but staff are well trained to deal with it

effectively. Overall, the school is a very harmonious community; behaviour in lessons is excellent and this contributes to pupils' good learning. Attendance levels are consistently good. Pupils say that they feel very safe and that bullying is rare, but that they know what to do should it occur. Pupils readily take responsibility, for example, school councillors run a stationary shop and many older pupils help younger ones. Many pupils participate in the varied additional clubs, sports and visits and contribute to the wider community, for example, when the choir sing at public concerts or for local people. Year 6 were enjoying their annual residential visit during the inspection. Spiritual, moral and social development is very good. Involvement in many creative arts, particularly music and drama, contributes much to pupils' spiritual and cultural development. However, their understanding of other cultural traditions and ways of life is less well developed. The school has introduced modern foreign languages into the curriculum, with a focus on French in later years, and this is helping to expand pupils' horizons. Even so, the school is aware that it needs to develop pupils' understanding of ethnic and socio-economic diversity more broadly than is reflected in the immediate locality and to build a more international dimension to its curriculum to help contribute to community cohesion.

One of the reasons that pupils enjoy their learning so much is that lessons are stimulating, with pupils learning through first-hand experiences. In mathematics for example, teachers and teaching assistants make very good use of practical resources to help pupils to visualise mathematical operations and so grasp new concepts more securely. Role-play helps to bring pupils' writing and their interpretation of poems to life and in science they are skilled at applying their enquiry skills to explore and investigate. Teaching quality is now consistently good and there is some very good practice on which the school can build. Lessons are sharply focussed on learning objectives and tasks are matched well to the range of pupils' abilities, including in the mixed-age classes. Feedback to pupils through marking is good, and particularly so in helping pupils to improve their writing. Pupils have termly targets in literacy and numeracy, designed to help them to take their next steps. While pupils know how well they are doing, they are not yet adept at using their targets and other guidance to review and improve their own work. Pupils are beginning to acquire such skills, for example, through peer assessment of each other's work. But self-assessment is not yet an embedded feature of teaching and learning.

Leadership and management are good. There are very good systems for checking pupils' progress through regularly termly reviews by senior leaders with class teachers. A central database of assessment information also helps senior leaders to plan strategically for the school's improvement and promote equality of opportunity. The system currently covers English, mathematics and science and is being extended further. The school has well developed arrangements for reviewing and improving its performance, comparing itself with national benchmarks and monitoring provision such as teaching quality. Targets are challenging and used well by senior leaders. The new headteacher has rightly focussed attention on helping the many new subject leaders to take more responsibility for monitoring their subjects by involving them in observing lessons as well as monitoring in other ways. Governors are perceptive and led well. They play a central role in shaping the school's development and in monitoring its effectiveness.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Effective induction arrangements and good relationships with parents ensure that children settle quickly and behave well. Teaching and learning are good. Children make good progress

in the Nursery and in the Reception class. Staff ensure that activities are stimulating and maintain the children's interest both in class and outside. There is a good balance between child-initiated and adult-led activities. Staff place a high priority on developing children's personal, social and emotional skills. Children willingly take responsibility, show respect for each other and develop good skills as learners. As a result, the children work and play well together and enjoy school. Effective use is made of the covered outside area as a natural extension of the classrooms. However, insufficient use is made of the remaining area to enhance children's physical development during the school day. The promotion of children's welfare is outstanding. Children have good opportunities to experiment and explore within a safe and supportive environment. They follow routines, which develop good hygiene practices and are learning how to stay healthy. Leadership and management are good and reflected in the high aspirations of staff and the good progress made by the children. Assessment procedures are thorough. Staff use the information well to plan work that meets the needs of the children and supports learning. By the end of the Reception class the majority of children are working above the levels expected for their age.

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

- Develop pupils' understanding of ethnic and cultural diversity and extend the international dimension within the curriculum.
- Help pupils to acquire the skills to improve their work more independently by reviewing their own progress in relation to their targets.

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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	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

19 March 2009

Dear Pupils

Inspection of Bottisham Community Primary School, Cambridge, CB5 9BE

Thank you for the help that you gave us when we visited your school recently and for the very polite and warm welcome that we received. I am writing to tell you what we found out about your education at Bottisham Primary. You go to a good school where you are looked after very well. Many of you told us how much you enjoy school life. We were impressed by your excellent behaviour in lessons and the respect that you show to each other and adults; well done! You know how to lead safe, healthy and fit lives and you are caring of others around you. You are making good progress in your learning so that by Year 6, standards in English, mathematics and science are well above those of other schools nationally. But you also do well in other ways. We enjoyed your singing assembly, the choir and you playing the new percussion instruments; music clearly plays an important role in your school's life.

One reason why you are progressing well is that you enjoy your lessons; teaching is good throughout the school and adults work hard to provide you with stimulating practical activities that help you to learn. Computers are used very well by teachers and pupils and you also enjoy many opportunities for visits and visitors to add to your experiences. You learn about other languages, particularly French, and through these lessons, learn about how others live their lives. The school is going to extend your understanding of people who have different ethnic backgrounds and traditions and also provide more insights into other countries, perhaps through links with their schools.

Your parents and carers told us how much they appreciate the education that you receive at Bottisham Primary. Mr Belzar, the governors and staff are always looking for ways to make your education even better. That is why they keep a close watch on how well you are progressing and regularly review the school's work. You also have targets each term for your learning in literacy and numeracy. You can help your teachers by using them regularly to check your own work to see how you can make it even better. I have asked the school to help you acquire good skills such as these as it will help you when you are older, too.

With all good wishes for your future at Bottisham Primary

Ray Jardine

Lead inspector