

# Bourn CE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	110782
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	337572
<b>Inspection dates</b>	23–24 November 2009
<b>Reporting inspector</b>	Geof Timms

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Elcox
<b>Headteacher</b>	Christine Page
<b>Date of previous school inspection</b>	15–16 January 2007
<b>School address</b>	Riddy Lane Bourn Cambridge CB23 2SP
<b>Telephone number</b>	01954 719282
<b>Fax number</b>	01954 718335
<b>Email address</b>	office@bourn.cambs.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	23–24 November 2009
<b>Inspection number</b>	337572

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St. Ann's Square  
Manchester M2 7LA

T: 08456 404045  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009



## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, the school council and other pupils. They observed the school's work, and looked at a range of policies, planning documents, assessments of pupils' progress and examples of their work. In addition 63 parental questionnaires were analysed, alongside questionnaires returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school tracks the progress of individuals and groups of pupils, and how well the resulting information is used to improve provision for groups such as pupils with a statement of special educational needs or the very small number from minority ethnic backgrounds
- the consistency of the quality of teaching across the school and any major strengths
- the impact of the work done since the last inspection on developing thinking skills
- how well the school promotes pupils' deeper understanding of how others live.

## Information about the school

This is a smaller than average school. The proportion of pupils entitled to free school meals is below average, as is the proportion of pupils from minority ethnic backgrounds. Very few speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average. An above average proportion of pupils join the school partway through their primary school education. The school has a Basic Skills Quality Mark, the Sport England ActiveMark, an ICT Mark and a Health Promoting School award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. It is providing an excellent, all-round education for its pupils. It has built on or maintained the strengths found at the last inspection. In addition, the areas for improvement raised then have been very effectively addressed. The teaching is now of a much more consistently high quality and the school has created an outstandingly innovative curriculum that promotes creativity and thinking skills, with a strong focus on extending the knowledge and skills of the most able pupils. The school has an exceptional capacity to improve further and build on the current excellent practice.

The school's success is reflected in the parents' and carers views. All of those who returned questionnaires said they were happy with their children's experience at the school. As one wrote, 'We feel so lucky to have had the opportunity for our children to attend this school.' The very happy and positive ethos is evident in the pupils' faces as they work and play. The excellent relationships between adults and pupils help explain the outstanding attitudes to learning displayed and the progress made. Pupils make excellent progress in English, mathematics and science, and they achieve standards that are exceptionally high by the time they leave the school. All groups, including those with special educational needs and/or disabilities, those who come from minority ethnic backgrounds and those who are able, gifted and talented, achieve exceptionally well. Their behaviour is excellent and attendance is consistently well above average. The school ensures that all outcomes for all pupils are outstanding.

The school's success is a reflection of the hard work and excellent leadership of the headteacher, governing body and the staff, who ensure pupils are safe by paying good attention to statutory requirements for this area. The excellent leadership of teaching and learning, the very strong work of the governing body in challenging the school and holding it to account, and the ambition for continual improvement evident throughout the school are reflected in the outstanding provision. The high quality teaching, the use of assessment, the very creative curriculum and the high levels of care, support and guidance all have a very clear impact on the pupils' excellent achievement.

In most aspects, the school's self-evaluation is accurate and all involved have a very clear grasp of strengths and weaknesses and areas for improvement. However, although there is some very good work being done to promote pupils' understanding of how those in other cultures and other places live, the school does not evaluate or

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

analyse this work in sufficient depth to identify what it does well or to highlight where improvements could be made. Because of this, and even though the school's links with its local community are outstanding and highly praised by parents and others, the school's promotion of community cohesion remains no better than satisfactory.

### **What does the school need to do to improve further?**

- Rigorously evaluate the religious, ethnic and socio-economic strands of the work carried out to promote community cohesion, in order to identify more accurately strengths and areas for improvement.

### **Outcomes for individuals and groups of pupils**

**1**

The evidence from observations made in lessons and from looking at pupils' work confirms that outstanding learning is the norm. Children start school with a wide range of abilities. From the start they are assessed in some detail and treated as individuals. The school's records show clearly how well all groups and individuals make progress. A recent focus on writing has had a noticeable, positive impact on standards, which in Year 2 last year were exceptionally high. Individual tuition was provided for a few girls in mathematics when it was recognised that they were at risk of underachieving. This also had the desired impact and standards in mathematics are now clearly rising throughout the school. Inspectors found many examples of excellent writing in a range of subjects. Some very imaginative ideas emerged from the idea of bringing Perseus into the 21<sup>st</sup> century. In addition to their basic skills, pupils complete high quality work in geography, art and design, physical education and music.

The excellent focus on groups of pupils and individuals is also evident in the achievement of those with special educational needs and/or disabilities and parents praise the support these children receive. Staff have their sights also firmly fixed on the most able, and these pupils receive extra support to help them make excellent progress towards some exceptionally high standards. Because of this, the school ensures that a high proportion of the pupils reach the higher levels in national tests, and current work confirms that pupils are clearly on track to achieve the very challenging targets set for them. The focus on thinking skills has helped create some excellent speaking and listening, and many pupils are extremely articulate for their age. A debate in Year 5 and 6 about the possible closure of a local road demonstrated this well. These excellent learning skills, as well as the high standards achieved in basic skills, are preparing pupils outstandingly well for the next stage in their education, and for their future lives.

The pupils have an excellent understanding of how to keep themselves healthy, with lots of physical exercise, sport taught by a specialist and a healthy lunchbox leaflet that is so good that the local authority have used it in other schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The teachers are very skilful and hard-working. They plan their lessons imaginatively so that pupils talk about the fun aspect of their learning. Teachers have excellent subject knowledge and very good use is made of specialist teaching such as that in music or in physical education. Teachers use very effective questioning techniques to get pupils to explain how and why they have arrived at answers. Lesson planning is based on these assessments and this ensures work is extremely well matched to pupils' previous learning. Pupils say the marking of their work helps them understand how they can improve and the excellent relationships encourage all pupils to take a full part in their learning. Teachers are very well supported by a very strong team of knowledgeable and enthusiastic teaching assistants.

The outstanding teaching is supported by a very rich, interesting and well-planned curriculum. Since the last inspection, staff have worked hard to develop the use of pupils' thinking skills through the provision of special projects and events, and in day-to-day lessons by using problem solving and open-ended questioning. Tasks are often set within a realistic context. For example, in a Year 1 and 2 mathematics session, one of the administrative staff appeared and wondered if the pupils could help her work out which fruit to order by finding out which were the most popular ones. This led to data collecting and a presentation activity with a 'real life' purpose. All pupils, including the most vulnerable, are very well cared for and this excellent level of care is extended beyond the school to many families.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher leads the school with a determined focus on what is best for the pupils. The strong ambition to achieve excellence and continually improve is shared among all staff, governors, parents, carers and pupils. The teamwork this has created is one of the school's best features. It is easy to see why all staff who completed questionnaires said they were proud to be a member of the team. The focus on individual pupils ensures that there is outstanding equality of opportunity in all respects. This is supported by the excellent links forged with outside agencies, such as those supporting pupils with special educational needs and/or disabilities, and with parents and carers. The weekly curriculum information sheets keep families exceptionally well informed about their children's class work. Senior leaders ensure that staff expertise is deployed very efficiently. Curriculum leaders help the senior staff in monitoring and evaluating the success of the school, spread good practice and provide support where needed.

The governing body provides an excellent level of support and challenge for the school. Governors are very knowledgeable about the school's strengths, ensure funds available are used appropriately and check on the school's work in depth. This ensures staff have to explain and justify innovations, and are thereby very effectively held to account. Safeguarding requirements are a major focus for the governors and staff and are only let down by some minor administrative issues. These issues have no impact on pupils' safety in practice.

The school is actively promoting community cohesion in a number of ways. This is especially strong on a local level and there are developing international links such as with a school in Peru. However, the school has not evaluated this work sufficiently to see what is successful or what could be improved.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account:	
The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities</b>	<b>1</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

<b>met</b>	
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The provision and outcomes for the children in the Early Years Foundation Stage are as positive and successful as they are elsewhere in the school. The Reception children are taught in a separate class with their own good outdoor area and resources. The ongoing assessment of children’s learning through observations and questioning feeds into the end of the year profile. This often shows very rapid progress being made, especially in children’s personal and social skills and their understanding of letters and sounds. The school has recognised a weaker area in children’s creative skills and is planning appropriate ways to improve them. The staff use the assessments when planning tasks and in deciding what activities to make available. There is an excellent combination of adult-led and child-led activities, and the children demonstrate exceptional independence and confidence for their age. Staff work very well together when planning, leading activities and sharing observations afterwards.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents’ and carers’ responses show they are very positive about the work of the school and about how well their children are enjoying and achieving. No more than two respondents disagreed with any of the statements, and this supports the inspection findings about this outstanding school. Although two parents felt behaviour was not always well dealt with, the behaviour seen during the inspection was exemplary. All of those who replied feel that the school is well led and managed and this is also firmly supported by inspection findings. As one parent said, ‘This is a

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

great school!

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bourn CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	81	11	17	1	2	0	0
The school keeps my child safe	46	73	16	25	0	0	0	0
The school informs me about my child’s progress	47	75	15	24	1	2	0	0
My child is making enough progress at this school	49	78	12	19	2	3	0	0
The teaching is good at this school	49	78	12	19	1	2	0	0
The school helps me to support my child’s learning	52	83	9	14	2	3	0	0
The school helps my child to have a healthy lifestyle	48	76	15	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	75	10	16	0	0	0	0
The school meets my child’s particular needs	48	76	12	19	0	0	0	0
The school deals effectively with unacceptable behaviour	45	71	12	19	2	3	0	0
The school takes account of my suggestions and concerns	47	75	13	21	0	0	0	0
The school is led and managed effectively	54	86	9	14	0	0	0	0
Overall, I am happy with my child’s experience at this school	54	86	9	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



25 November 2009

Dear Pupils

### **Inspection of Bourn CE Primary School, Bourn, Cambridge, CB23 2SP**

I am writing to thank you for making our recent visit to your school so enjoyable. It was a pleasure to meet you and you looked after us very well. We were impressed with how polite and well behaved you are, and how friendly when talking to us about your school. We especially want to thank the school council for their time and mature thinking about the school, and to those others we met and talked to at lunchtimes.

You told us your school was an excellent one and we agree. You reach very high standards in your work and also in how you develop and grow as people. You enjoy learning and have excellent relationships with each other and with the adults in the school. You know all about how to stay healthy (although not all of the lunchboxes reached those high standards!).

Your teachers work very hard to provide interesting and exciting lessons for you. They have developed lots of ideas for helping you learn to think and solve problems. These you clearly enjoy doing, as we could see in all of your lessons. The staff take very good care of you. They provide very good extra help for you when you find learning more difficult or if you find the work easy.

The school is so successful because it is so well led and managed by Mrs Page and by the other senior teachers and governing body. The school is beginning to teach you all a lot more about how other people in this and in other countries live, and we have asked them to check on how well this work is helping you understand more about others' lives and see if even more can be done.

Many thanks again for your friendly welcome. Enjoy your time at Bourn and keep working hard!

Yours sincerely

Geof Timms  
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **08456 404045**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).