

Hardwick Community Primary School Profile

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Hardwick Community Primary School

Limes Road, Hardwick

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<http://www.hardwick.cambs.sch.uk>

Children's Service Authority:	Cambridgeshire
Age range:	4-11
Number of pupils:	251
Head teacher:	Mrs Ruth French
Chair of governors:	Mrs Jane Cadwalladr

What have been our successes this year?

Hardwick Community Primary School continues to be a happy and vibrant school which is at the centre of village life. The ethos of our school is not only to concentrate on academic achievement, but also to celebrate and encourage our pupils' development into responsible and caring members of our community.

Our excellent productions continue to raise the profile of the performing arts in the school, and every child has again had the opportunity to take part in a production this year.

We received our second "ActiveMark" award in recognition of the range of sporting activities to which our children have access during the school day, and as part of our extra-curricular provision. We also won the County Mathematics Challenge in the Summer of 2007.

Over the Summer and Autumn of 2007 we extended our school entrance area to make it more welcoming. We upgraded our community toilets and disabled facilities. This project also improved site security and increased the school building's effectiveness for extended school and community use.

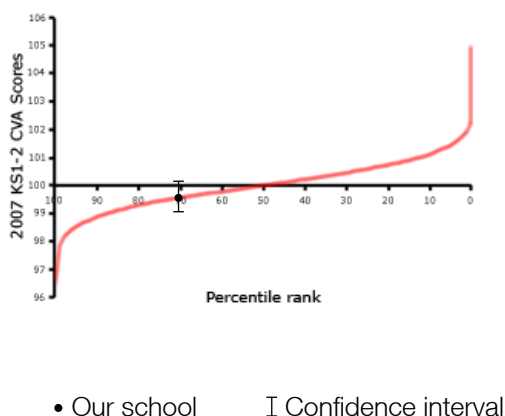
What are we trying to improve?

We are committed to raising standards by providing pupils with rich and exciting contexts for learning. We are continuing to develop our cross-curricular approach to subject teaching whilst at the same time using careful tracking of pupil progress to ensure that learners have the support they need to meet challenging targets. This year we are focussing on developing our pupil's problem-solving skills in maths, and their investigative science skills.

OFSTED graded our enriched curriculum as outstanding, and our highly successful and innovative Golden Mornings are attracting wide interest from other schools. We have always aimed to provide a rich, balanced and broad curriculum for all our children, and are developing our particular approach to personalised learning, not just ensuring that all children make good progress, but also that they become life-long lovers of learning, and are given as many opportunities as possible to discover and develop their skills and talents.

Having completed our major building project at the front of the school, we are now about to begin the planning process for improving the outside area for our pupils in the Foundation Stage.

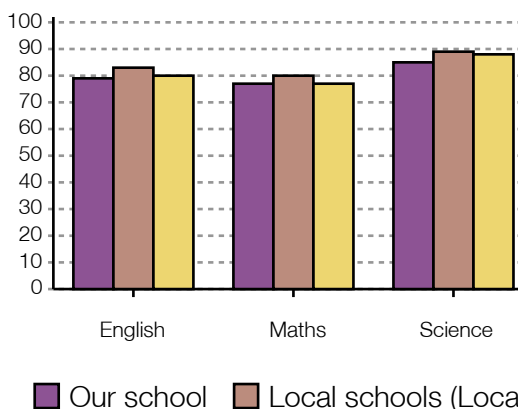
How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Our value added score of 99.6 overall puts us within an average band nationally. It was lower in 2007 compared to previous years chiefly due to some rather unexpectedly low writing grades following the external marking of the English writing paper. We strenuously challenged these grades which were entirely at odds with pupil progress and attainment during KS2. If our CVA had been calculated on much more accurate teacher assessments we would have continued to be within the top 20% of schools nationally.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

The chart above details the percentages of pupils reaching level 4 and above, and shows that we continued to be in line with national scores. The percentage of pupils reaching level 5 in Maths and Science were also close to local and national scores. Close analysis of our data shows that pupils with special needs and those from ethnic minorities make just as good progress as other pupils. Our careful analysis of pupil data, and good tracking of individual pupils' progress results in pupils meeting their own challenging targets. We continue to set much greater store by teacher assessment, rather than basing the success of our school on the performance of a cohort of children in one week of tests in May.

How have our results changed over time?

Our youngest pupils in the Foundation Stage make good progress during their first year of schooling, and over the last two years have exceeded local and national scores in every area of learning in terms of their progress and attainment.

The development of a more cross-curricular and child-centred approach to teaching and learning has had a significant impact on pupil progress and attainment in KS1 over the last two years and our results now exceed national scores with regard to pupils reaching level 2 and level 3 in almost every aspect of reading, writing, speaking and listening, maths and science.

Historically at the end of KS2 our results have tended to exceed both local and national results. However, each cohort is different and a small number of pupils missing a level 4 grade by a mark or two in 2007 resulted in results more in line with national scores.

Most importantly we carefully track each pupil's progress, and very high quality teaching and targeted support help us to ensure that children reach the challenging targets we set. Pupils make good progress from year to year, not just from one key stage to another, due to our consistent approach and shared high expectations.

How are we making sure that every child gets teaching to meet their individual needs?

Our teaching methods are imaginative and help children with varying learning styles access the curriculum. From Y1 onwards children are taught in vertically grouped classes, led by teams of teachers who work together to provide a full range of activities and lessons to meet their needs. We expect pupils to work hard, giving them a realistic level of challenge matched to their needs and capabilities.

Those with additional learning needs, whether needing extra support, or due to very high levels of ability, work on clearly differentiated tasks. Pupils are supported and encouraged to overcome their difficulties and reach their full potential. We employ talented teaching and support staff who understand the next steps our children need to take in their learning.

Information about learners' needs and achievement is shared between parents and staff through termly parent consultations, open evenings and good links between homes and school.

Our Golden Mornings offer all children many opportunities to explore their own particular skills and talents, and give many gifted and talented children the opportunity to lead learning, whilst at the same time providing activities for those who sometimes lack confidence to truly excel.

How are we working with parents and the community?

The feedback from parental questionnaires sent out with reports at the end of every academic year demonstrates that very positive views are held by the vast majority of parents, particularly in the area of pupil progress and personal development. Parents feel confident in approaching the school and many make informal visits to see the Headteacher and other staff.

Many parents support the school, either through fund-raising within the PTA, or by actively working in the classrooms to support learning alongside teaching and support staff.

There are very strong links with many other community groups, especially the village pre-school, who have a dedicated base within the school. This greatly assists in the transition for pupils joining the school in our Reception class each year. A parental committee runs an after-school club for pupils and there is good communication between the leaders and school staff.

Many other community clubs and societies use the school premises and good links continue with these users.

What have pupils told us about the school, and what have we done as a result?

Our School Council meet regularly throughout the year and discuss matters raised by pupils in individual class councils such as improving the pupil toilets, wanting to respond to charitable appeals, and devising and organising fund-raising activities.

Pupils' own ideas for Golden Morning activities have been taken up by teachers, and in some cases children are leading activities alongside, or with the support of an adult. One of these activities has been producing the first issue of the pupils' school magazine.

Pupil views have assisted the parental working parties currently developing healthy eating and homework policies. Pupil views about school dinners have also been passed on the county catering service.

Pupil questionnaires, and more informal discussions with groups of pupils, also inform school development planning as Staff and Governors seek pupil views when monitoring subject areas, and a pupil panel contribute their views each year to the Headteacher's performance management.

Teachers collect views and concerns from their pupils, including whole class discussions, and concern boxes.

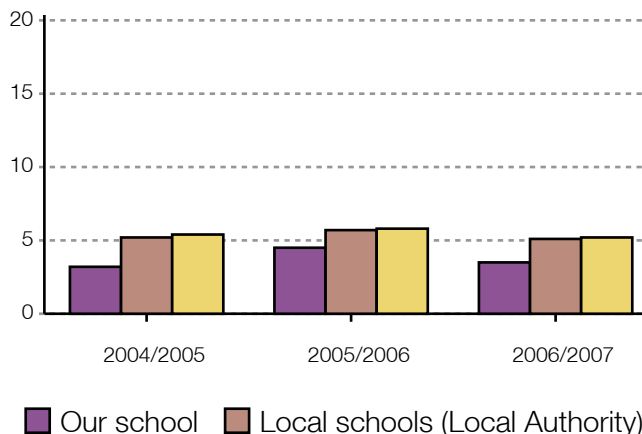
How do we make sure our pupils are healthy, safe and well-supported?

The school works hard to encourage learners to adopt healthy lifestyles. Well-planned programmes in PSHE develop an understanding of the importance of a healthy lifestyle, covering areas such as drug and sex education, staying safe, and raising self esteem. As well as PE lessons each week, many children attend out-of-school clubs that encourage physical activity.

The school provides a safe and secure environment where children know their voice will be heard. They feel safe and are safety conscious without being fearful. They know where they can get support if they are concerned about an issue. Incidents of bullying are dealt with quickly and children feel reassured that they can ask for help and support from any adult in the school. Relationships between pupils and adults are very good, and contribute significantly to the caring ethos of the school.

We are just completing the year-long process of self-accreditation to achieve Healthy Schools Status. This covers aspects such as Healthy Eating, reviewing our Sex and Relationships education, and looking at incorporating our work within our Safer Routes to School Project and School Travel plan to increase the numbers of children walking and cycling to school.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Our absence rates continue to be significantly lower than national and local averages, this year at below 4%. Our pupils are happy to come to school and most families support the work of the school by ensuring that they do not take holidays in term time.

What activities and options are available to pupils?

We use our wide range of community links to help us deliver and provide a wide range of sporting activities for all age groups. These include netball, cricket, football, tennis, hockey, rugby, dance and gymnastics. We use a local pool for swimming lessons in Key Stage 2. We deliver "sports skills" to pupils throughout the school.

Our Golden Mornings mean that an incredibly diverse range of activities are on offer for all our children from Y1 upwards, covering areas such as golf, pet care, pottery, space, drama, gardening, chess, etc.

All children in KS2 learn Spanish, and our Golden mornings have extended this to KS1, and French to all ages.

All children in Y3 learn the recorder and the school also offers woodwind, brass, violin, guitar and drum tuition to pupils throughout KS2. A choir consisting of nearly a third of the school meets weekly.

Each year-group team put on a high quality production each year, which gives all children the opportunity to rehearse and develop their performance skills in drama, music and dance.

All year groups organise school trips and visits linked to their classroom topics, and our residential trip for Y6 children to Hilltop in Sheringham is very successful, and much enjoyed.

What do our pupils do after leaving this school?

All children who remained within the area chose to transfer to Comberton Village College. Our excellent links with this school mean that they have good opportunities to become familiar with teaching staff, and the larger school environment. There are regular visits from sports coaches from the college to the school in every year group, and other teaching staff work with children in Y6. There are many sporting tournaments and other curricular events for children in KS2, which give them the opportunity to visit the college, and in their final term Y6 children attend both a sports festival and an induction day at the college.

Ofsted's view of our school

This is a good and rapidly improving school. Good teaching ensures that all pupils, and in particular those with learning difficulties, achieve well. Children in the Foundation Stage get a good start and attain the expected level on entry to Year 1. The outdoor area for Reception children requires additional resources so that children can experience as good an outdoor curriculum as they do indoors. Lively teaching in the infant classes, where learning is made fun, with excellent use of computer technology, results in pupils making good progress. By the end of Year 2 they attain average standards which are rapidly improving. Good teaching and progress continue in the junior classes, where highly skilful planning makes sure that pupils of different ages and abilities receive challenging and interesting work. As a result, Year 6 pupils attain above average standards by the time they leave the school. Senior leaders keep meticulous records of how well pupils are doing, making it easy to track pupils' progress. The school is currently improving the way teachers mark pupils' work and has begun to set targets so pupils know exactly what they do well and how to improve their work.

Parents overwhelmingly believe that their children are getting a good education. One writes, 'In my opinion this is an excellent school with a very friendly approach.' Pupils' personal development is outstanding. They flourish and do well in lessons and grow into confident, enthusiastic and active learners who enjoy the nourishing school meals and the excellent variety of sports available. Pupils are very well cared for and say they feel very safe in school and that their views are listened to and acted upon. Older pupils are very involved in all aspects of school life and happily support younger children; they also make a real difference by being play leaders, fruit deliverers and school councillors. All pupils enjoy the interesting and stimulating curriculum and in particular attending the numerous clubs, visits and special events such as Victorian, Roman and pirate days and a mock wedding. Eighty pupils are in the highly successful school choir which performs enthusiastically at school and village events.

The school provides good value for money. Strong, intelligent leadership and management have moved the school forward rapidly and the school has a very accurate view of its own effectiveness. The school's capacity to improve is very good as demonstrated in improving standards in national tests. There has been very good improvement since the last inspection in terms of monitoring the quality of teaching and learning and in involving all staff in school improvement.

Date of last inspection: 29-Nov-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Hardwick Community Primary School](#)

What have we done in response to Ofsted?

Our most recent Ofsted inspection took place in November 2006. We were thrilled with the positive endorsement of the team of inspectors. They judged the school to be "outstanding" for pupils' personal development and well-being, and for our enrichment of the curriculum, and "good" and "very good" in all other areas. Pupil behaviour was described as "exemplary".

The inspection report had these comments on how the school has improved since the last inspection in 2001.

"There has been very good improvement since the last inspection in terms of monitoring the quality of teaching and learning and in involving all staff in school improvement."

"Senior leaders' hard work, commitment and purposeful leadership have moved the school forward rapidly. The development plan is sharply focused on the correct areas to improve based on a rigorous analysis of pupils' achievements. Therefore the school shows a very good capacity to improve further."

Our next long-term area of focus following the report is to improve the outside area for our Reception children, and we are beginning to explore exciting and innovative ways to make this a project that will have maximum impact.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01954 210070

Our website <http://www.hardwick.cambs.sch.uk>