

Burton Church of England Primary School

Inspection report

Unique Reference Number	113789
Local Authority	Dorset
Inspection number	357423
Inspection dates	18–19 November 2010
Reporting inspector	Joy Considine

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	Carole Traylor
Headteacher	Kevin Heafield (Acting)
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 10 teachers. They held meetings with groups of pupils, school leaders and governors. They observed the school's work and looked at school development plans, the school's own assessment and pupil tracking data, minutes of governing body meetings and other documentation relevant to the inspection. Inspectors analysed the questionnaires received from 112 parents and carers as well as responses from pupils and staff.

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

- the extent to which teaching challenges pupils and enables them all to make the best possible progress
- how well assessment information is used to plan lessons
- the opportunities pupils have to apply their literacy and numeracy skills in other subjects
- the impact school leaders are making on improving outcomes for pupils.

Information about the school

The school is larger than most primary schools. Most pupils are White British with very few who speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is lower than average. The proportion of pupils who have special educational needs and/or disabilities is broadly average. The school has gained Healthy School status and the Activemark, as well as the Level 1 Rights Respecting School award. It has had significant changes of staff in recent years and is currently led by an acting headteacher.

There is a private playgroup on site which is managed by an external provider and did not form part of this inspection.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Staffing instability over recent years has affected the school's development. Although attainment at the end of Year 6 improved in English and mathematics in 2010, the progress made by these pupils was significantly below average. The progress of the large majority of pupils in English and mathematics is also inadequate. This is because generally teachers do not make enough use of assessment information to plan their lessons. As a result, too many lessons do not provide sufficient challenge, particularly for those pupils of middle and higher ability. In many pupils' books, marking is superficial and does not give pupils enough guidance on how they can improve their work. Targets are not used consistently enough to inspire pupils to work hard. The quality of teaching is inconsistent across the school. In the better lessons, teachers capture pupils' interest and attention so they behave well and make good progress.

The curriculum is satisfactory. Provision for some aspects of personal development is good, and results in pupils' clear understanding of how to stay healthy and safe. There are some opportunities for pupils to use their writing, numeracy and information and communication technology (ICT) skills in other subjects, but these are at an early stage of development and are not planned consistently across the school. While there is an overall plan to show which topics are to be taught in each year group, this is general and does not provide enough guidance to teachers on how specific skills in subjects build on each other to increase rates of progress for pupils.

The school has strengths in its provision for the Early Years Foundation Stage and, as a result, progress here is good. Pupils are well looked after throughout the school, and those with special educational needs and/or disabilities are supported effectively. As a result, they make satisfactory progress. The school has worked closely with parents to improve attendance and it is now good.

Although current school leaders are fully aware that pupils need to make better progress, their own evaluation of the school's work is not incisive enough to help them to set a clear direction for improvement. They have, therefore, worked closely with governors, advisers from the local authority and a consultant headteacher from a local school to do this. Together they have identified where improvements are needed and have implemented a programme of professional development to improve teachers' skills. However, these new initiatives to improve progress have yet to be welcomed by all teachers. School leaders are addressing this by monitoring the impact of the initiatives on the quality of teaching and

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providing feedback to teachers. However, actions identified for improvement have not had time to show an increase in pupils' progress. Improvements since the last inspection remain fragile and leaders and managers have not had sufficient time to demonstrate that they have the capacity to improve.

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - sharpening evaluation, so that it sets a clear direction for improvement
 - developing teamwork so that all staff share a common vision and ambition
 - rigorously monitoring the work of the school to ensure that all teachers are implementing agreed actions for improvement.
- Raise the quality of teaching and learning so that there is no inadequate teaching and over 60% is good by December 2011 through:
 - making better use of assessment information to plan lessons that are challenging and well matched to the needs of all pupils
 - improving the quality of marking and the use of targets to give better guidance and raise pupils' expectations of what they can achieve
 - using the best teachers as role models to improve the consistency of teaching throughout the school.
- Develop the curriculum by:
 - providing more opportunities for pupils to practise their literacy, numeracy and ICT skills in other subjects
 - writing plans that show specific skills, knowledge and understanding in all subjects so that pupils can build on these systematically and accelerate their progress.

Outcomes for individuals and groups of pupils

4

The school provides a welcoming environment for pupils and they feel safe and secure in school. They adopt healthy lifestyles. This is reflected in the school's awards in this area and the number of pupils who have chosen to eat school meals since their introduction last year. Pupils' behaviour is satisfactory. They get on well together in classrooms and in the playground, but a small minority say that behaviour is not always as good as it could be. Inspectors found that in less effective lessons, while there was no disruption, pupils often became restless and fidgety and they lost concentration. However, pupils respond well in lessons that are pitched at the right level. They show interest and are keen to volunteer answers. When given the opportunity, they show they can reflect on issues and listen to each other's views.

Children join the school with skills that are broadly in line with those expected for their age but they make inconsistent progress, sometimes good but too often unsatisfactory, as they move through the school. Consequently, achievement is inadequate. This is shown by the school's pupil assessment and tracking information. In many lessons seen, teaching did not meet the learning needs of pupils, particularly those who are more able, and so

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they did not make enough progress. Pupils who have special educational needs and/or disabilities make satisfactory progress because they have targeted support provided by skilled teaching assistants.

Pupils enjoy school and make a satisfactory contribution to it and the local community. The role of the school council is being strengthened and older pupils have been trained as peer mediators, although pupils report that they are not always effective enough. Pupils' spiritual, moral, social and cultural development is satisfactory with good aspects, but pupils have limited awareness of cultures other than their own.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

The quality of teaching seen during the inspection varied considerably throughout the school. In the few good lessons seen, teachers established clear learning intentions and success criteria so that pupils knew what they were expected to learn. These teachers made effective use of assessment information and were able to adjust teaching to meet pupils' needs and to provide further explanation when the work had not been understood. In other lessons, the activities that teachers planned for pupils failed to capture their interest or build on their understanding. Work in pupils' books shows that many teachers have low expectations of what pupils can do. For example, many pupils continue to produce too little work, much of which is untidy. In some cases, the work provided by teachers is at too low a level to provide pupils with an appropriate level of challenge. The

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curriculum is enhanced by visits to local places of interest, such as Fishbourne Roman Palace, and this adds to pupils' enjoyment. There is a wide range of extra-curricular activities such as football, dance, gardening and Spanish.

The school provides satisfactory care, guidance and support for pupils. Leaders make effective use of partnerships to support those pupils who find aspects of school difficult. Systems are in place to assess the requirements of pupils with special educational needs and/or disabilities and then provide targeted pastoral and academic support. This ensures that they make progress even in lessons where work for others lacks challenge. Transition arrangements for pupils leaving and joining the school are satisfactory.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leadership is effective in some areas of the school, for example in supporting pupils who have special educational needs and/or disabilities and, particularly, in the Early Years Foundation Stage. The acting headteacher, together with the governing body, has developed a comprehensive programme of monitoring to ensure that teachers are implementing agreed plans to improve the quality of teaching. Many of these plans are in the early stages of development and have not had time to demonstrate improvements in outcomes for pupils. The school has made extensive use of advisory support from the local authority in analysing needs and planning for improvements. Staff in leadership positions lack the evaluative skills necessary to enable them to identify specifically what should be changed to drive improvements efficiently and effectively.

The governing body is ambitious and has a clear vision, which is to inspire the whole school community to raise expectations for what they can achieve. Governors are pursuing with determination a clear strategy to ensure effective leadership, despite setbacks due to disruptions in staffing. They are well organised and have an accurate understanding of the strengths and weaknesses of the school. They monitor and challenge the performance of the school by asking pertinent questions based on a clear analysis of performance data. All arrangements for safeguarding pupils are secure. Risk assessments demonstrate good practice and training is effective.

The school ensures that all pupils are valued and that discrimination on any grounds is not tolerated. It evaluates progress data and pupils' participation in school activities. It provides effective support to pupils whose circumstances have made them vulnerable and those with special educational needs and/or disabilities. The school has carried out an audit of community cohesion. It rightly identifies that the school itself is cohesive and that it works appropriately in the local area. It recognises that more could be done to promote

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cohesion at national and international levels and has an appropriate plan in place. The school does not provide satisfactory value for money because its outcomes are inadequate.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. Staff have created a secure, attractive environment in which children feel safe and well cared for. They get on well together and are able to share and take turns and talk about what they are doing. Staff make regular assessments of children's progress which they use to plan activities that are well matched to the needs and interests of pupils. There is a good balance of activities between those that are led by adults and those which children select for themselves. The outdoor area is well resourced to enable children to develop their physical skills using apparatus. There is good support from teaching assistants who question children skilfully to develop their understanding. Teaching is mainly good so that children make good progress, although at times children spend too long on some activities and this slows the pace of their learning. The Early Years Foundation Stage leader has a good understanding of the strengths and areas for development and has appropriate plans in place for further improvement.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although most parents and carers were very positive about the school and the acting headteacher, a small minority do not believe that the school deals well enough with unacceptable behaviour. During the inspection, behaviour was satisfactory. The school has appointed a pastoral care worker and has behaviour as a key priority for action. While parents and carers believe that the acting headteacher is doing a good job, several commented on the absence of a permanent headteacher and that the school needed some stability. The governing body is well aware of this and is taking the steps it can to secure a permanent appointment.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 283 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	51	51	46	3	3	1	1
The school keeps my child safe	67	60	39	35	3	3	0	0
My school informs me about my child's progress	45	40	56	50	11	10	0	0
My child is making enough progress at this school	43	38	58	52	10	9	1	1
The teaching is good at this school	55	49	48	43	6	5	1	1
The school helps me to support my child's learning	47	42	58	52	5	4	0	0
The school helps my child to have a healthy lifestyle	58	52	46	41	6	5	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)	39	35	55	49	3	3	1	1
The school meets my child's particular needs	48	43	50	45	12	11	1	1
The school deals effectively with unacceptable behaviour	31	28	53	47	15	13	9	8
The school takes account of my suggestions and concerns	32	29	62	55	8	7	4	4
The school is led and managed effectively	44	39	54	48	8	7	0	0
Overall, I am happy with my child's experience at this school	52	46	46	41	9	8	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 November 2010

Dear Pupils

Inspection of Burton Church of England Primary School, Christchurch BH23 7JY

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and hearing what you had to say about your school. We were pleased to hear about how you are keeping healthy and safe, and how you feel you are well looked after. We were impressed by the artwork you have done. While there are many good things about your school, we found that too many of you are not making enough progress in many of your lessons and we have, therefore, judged your school to need 'special measures'. This means it will get a lot of help to improve. We have asked your school leaders to take the following actions to make sure that all of you make better progress:

- make sure that all staff work closely together as a team to show you that you can do really well and provide you all with consistent messages about how you can improve your work
- improve the way school leaders check on how well the school is working, including the quality of your lessons
- in lessons, give you activities that are well matched to your needs and that challenge and motivate you
- give you more opportunities to practise your literacy and numeracy skills when studying other subjects
- give you more opportunities to practise your literacy and numeracy skills when studying other subjects ♦
- make sure that you build progressively on your skills and knowledge in all subjects.

We are quite sure that you will do all you can to help your school improve. You can do this by telling your teachers when you find the work too easy and by improving your presentation of the work in your books.

Yours sincerely

Joy Considine

Lead inspector

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