

# Burton End Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	124557
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	359704
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Stephen Walker

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>	3–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catriona Bacon
<b>Headteacher</b>	Fay Trussler
<b>Date of previous school inspection</b>	20 May 2008
<b>School address</b>	School Lane Haverhill, Suffolk CB9 9DE
<b>Telephone number</b>	01440 702376
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<b>Email address</b>	admin@burtonendschool.co.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 38 lessons and observed 14 teachers. They also held meetings with the headteacher, the chair of governors, staff and groups of pupils. Inspectors observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor pupils' progress, safeguarding documentation and pupils' workbooks. They also analysed questionnaires completed by staff, a sample of pupils and 102 parents and carers.

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

- Are there differences in the rates of progress made by different groups of pupils?
- How effective is the teaching in engaging the pupils and supporting the progress of the pupils?
- How effective is the provision in the Early Years Foundation Stage in supporting the development of the younger children?
- Are the roles and responsibilities of the new leadership team developed sufficiently to drive improvements in the school?

## Information about the school

The school is larger than the average primary school. It is situated in the eastern part of Haverhill and mainly serves pupils from the surrounding area. The very large majority of pupils are from White British backgrounds although there is a small number from minority ethnic groups. The proportion of pupils with a range of special educational needs and/or disabilities is below average. The percentage of pupils known to be eligible for free school meals is broadly average.

Reorganisation of the schools in the local area will lead to the closure of the middle schools and the development of a two tier system of primary and secondary schools. Burton End Community First School was restructured as a primary school as from September 2010. The school has its first cohort of Year 5 pupils and will have the full age range of primary pupils when Year 6 pupils are included in September 2011. There has been a recent building programme to accommodate the increase in pupil numbers at the school.

Provision for the Early Years Foundation Stage is organised through the Nursery and Reception classes. The school provides a breakfast club and an after school club which were included in this inspection. The school has received the Active mark award and holds National Healthy School status.

**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?**

**2**

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

**2**

## Main findings

This is a good school. The headteacher provides focused leadership so that all the staff are supporting the good quality of education for the pupils. She has provided clear and calm leadership during the recent restructuring and expansion of the school. She is well supported by the deputy headteacher and leadership team so that there is a smooth transition to the development of the new primary school. The caring and supportive atmosphere within this school provides a high quality environment for learning for the pupils. One parent wrote: 'I am really pleased with the school. Our children are treated as individuals and the staff are always helpful and supportive.'

Achievement is good. Pupils make good progress from their below-average starting

- points and the vast majority attain standards that are broadly average by the time
- they leave the school. Good teaching, the additional support for underachieving pupils and the emphasis on key skills are all contributing to the good progress of the pupils. The school is ambitious to raise standards so that they are above the national average, particularly in English and mathematics. A significant number of pupils lack confidence in writing, and applying skills in mathematical calculation. The new systems for tracking pupils' progress and the additional help for underachieving pupils are supporting improvements in achievement. However, there are still a very small number of pupils who are not fully benefiting from this extra support.

The good quality of care, guidance and support promotes pupils' good personal development. They enjoy their time at school and develop into friendly and responsible individuals. The behaviour of the vast majority of pupils is good and this contributes to a positive atmosphere for learning. They are respectful towards each other so that every pupil feels valued in the school's family atmosphere. Pupils feel very safe in the school and have a good understanding of issues relating to safety. The school has been active in monitoring absences and encouraging better attendance, for example through a system of commendations. Although attendance is broadly average, the poor attendance of a small number of pupils is adversely affecting their progress and experience of school. The school has begun to work more closely with outside agencies and with parents and carers to improve the attendance of these pupils, but this work is at an early stage.

Teaching is good as pupils are actively involved in lessons and make good progress. In a very small number of lessons, teaching is not sufficiently challenging or setting high enough expectations for all pupils. The curriculum is good and the school uses a skills-based approach to enhance the educational experience of the pupils. The imaginative provision in the Early Years Foundation Stage ensures that children make a good start to school. The school's very caring approach is evident in the very positive relationships with parents and carers who greatly appreciate the support for their children. Parents and

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carers are given regular information about school events and the progress of their children.

The school runs smoothly because the headteacher and senior leaders are effective in supporting teachers and support staff to work as a strong team. Self-evaluation is accurate and the headteacher, staff and governing body are well aware of the strengths and areas for development. The effective leadership of the school, the improving record of pupils' progress and the commitment to continuous improvement by all staff indicate that this school has a good capacity to improve further.

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

- Improve the attainment of pupils across the school so that standards are above the national average in all subjects by:
  - building on the new systems for tracking pupils' progress and providing additional support for identified underachieving pupils
  - further developing pupils' abilities and confidence in writing, and applying skills in mathematical calculation
  - ensuring that all teaching is challenging and is setting high expectations for all pupils.
- Improve the attendance rates to above average by:
  - working positively with parents and carers to encourage the importance of good attendance
  - using external agencies to support parents and carers in improving the attendance of some pupils
  - developing the system of commendations to celebrate the good attendance of individuals and groups of pupils.

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

**2**

Pupils' current work shows that the majority are making good progress and achieving well. Most pupils enjoy learning and make good progress in their lessons. For example, Year 4 pupils were fully engaged in their work in mathematics and made good progress in their understanding of fractions due to the skilful questioning and modelling by the teacher. By the time pupils leave the school, attainment is broadly average in reading, writing and mathematics. The school has been particularly successful in improving the standards in mathematics in Year 2. However, too few pupils gain the higher levels in writing and mathematics in Years 4 and 5. The developing tracking system for progress identifies underachieving pupils, who then receive appropriate support through a range of intervention strategies. The school is presently providing considerable additional support in numeracy and literacy for small groups of pupils in most year groups. Pupils with special educational needs and/or disabilities and those entitled to free school meals make good progress in line with others. The small number of pupils from minority ethnic backgrounds also makes good progress.

Pupils are proud to be part of the school and develop positive personal characteristics. The majority of pupils have a good understanding of how to adopt healthy lifestyles, and

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demonstrate this through eating healthily, and readily taking part in sporting activities. Pupils raise money for a range of charities and make a good contribution to the local community by visiting the elderly and taking part in events such as the Haverhill Schools' Carol Service. The school council is active in the school and was involved in the design of the building extension. Pupils enjoy the opportunities to take responsibility such as acting as playground buddies and helping the younger pupils with their reading. Pupils' spiritual, moral, social and cultural development is good and they show respect and sensitivity towards each other. Pupils' basic skills and ability to work with others are developing well. As a result, they are adequately prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

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

<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

**How effective is the provision?**

Teachers are planning lessons which are appropriate to the range of individual abilities in the classes. There is an emphasis on linking the work to real life contexts which greatly supports pupils' interest and understanding. Classrooms are attractive learning areas with good examples of pupils' work on display. In the best lessons, teachers plan a range of interesting activities which motivate and engage the pupils in their learning. As a result, pupils display enthusiasm and sustain high levels of concentration. A number of teachers are particularly good at accelerating learning through skilful questioning and encouraging pupils to take more responsibility for their own learning. Most teachers are sharing their assessment of work so that pupils know what they have to do to improve. However, in a

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small number of lessons, pupils lose concentration when teachers' expectations of work are too low or the tasks are insufficiently challenging. A number of pupils require more guidance with the presentation of their work.

The school places a high emphasis on the development of literacy and numeracy skills, which supports pupils' good progress. The school is developing a more skills-based approach to the curriculum which effectively shows pupils the links between the different subjects and brings learning to life. Physical education is supported well by a sports coach and the School Sports Partnership. Pupils have the opportunity to learn French and play a number of musical instruments. A detailed programme of personal, health and social education greatly supports pupils' good personal development. Pupils have weekly lessons in information and communication technology although there are insufficient opportunities for pupils to develop their computer skills across the different subject areas. The numerous visits including those to Saffron Walden Museum, Colchester Castle and Peterborough provide good enrichment for the curriculum. There is a very good range of clubs and extra-curricular activities, which greatly enhance the pupils' enjoyment and experience of school.

The pastoral care for the pupils is good because there are effective systems of individual support for all pupils, including those whose circumstances make them vulnerable. Pupils are well known as individuals and emphasise that there are always members of staff to talk to if they have a problem. The school has been successful in integrating a small number of pupils with very challenging behaviour. These pupils are well supported by teaching assistants so that they do not disrupt the learning of the other pupils. There are clear procedures for monitoring pupils' attendance and following up absences, although a small number of pupils have unsatisfactory attendance. The school is successful in supporting children with special educational needs and/or disabilities. Good working relationships between the school and external agencies benefit pupils, ensuring their social and learning needs are met through effective support programmes. The breakfast and after-school clubs provide a good standard of provision for the pupils. Good arrangements are in place to support a smooth transition to the local secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher provides collaborative and enabling leadership which is driving improvements in the school. The key strategic priorities have been shared with staff so that there is a clear agenda for raising standards in all areas of the school's work. The deputy headteacher and phase leaders are acting as catalysts for improvements across the

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school. The paired lesson observations by all teachers are greatly supporting the improvements in learning for the pupils. Rigorous systems of monitoring teaching and tracking pupils' progress are beginning to raise the standards achieved so that there are fewer pupils who underachieve in their work.

The school improvement plan is a comprehensive working document which is particularly focused on improving pupils' attainment and progress. The newly formed governing body are supportive and well informed of the school's progress and areas for development. They are developing their evaluating and monitoring roles so that they can support school improvements even more effectively. Robust procedures for safeguarding meet statutory requirements and underpin the school's very caring approach. The school has recently completed comprehensive risk assessments for all activities and visits. The school has a strong commitment to inclusion and equal opportunities for all which ensures that the school is fully inclusive in integrating pupils from different ethnic and social backgrounds. Senior leaders analyse in detail the performance of different groups in the school and ensure that any gaps in attainment are narrowed through intervention support.

The school has good partnerships with the Castle Manor Business and Enterprise College, the network of Haverhill primary schools and West Suffolk School Sports Partnership which have a positive impact on the curriculum provision. The school makes a satisfactory contribution to community cohesion and works closely with a variety of groups in the town; work on the school's action plan is only recently underway.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Children make a good start to their education because of the well-planned provision, high quality of care and the consistently good teaching. Staff in the Nursery and Reception classes provides a secure and exciting environment where children learn quickly and



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happily. They make good progress, particularly in their personal development as well as in their speaking and listening skills. The regular emphasis on linking sounds and letters gives children a good basis to improve their reading and writing. A very good range of structured activities are having a significant impact on their personal development as well as encouraging number and language skills. They settle quickly into the routines and understand the importance of playing safely. The children develop their social skills, behave well and help each other. They show tremendous curiosity and enthusiasm as they enjoy the different activities. They are developing independence and confidence as well as learning to share and cooperate with each other. There is a good balance of child-initiated and adult-directed activities.

Teachers keep detailed records of children's skills and use this information to match the activities well to the full range of learning needs. The calm and purposeful atmosphere is created by good organisation and leadership. The teachers and teaching assistants work extremely well together so that there are clear expectations of the children. The accommodation and outdoor areas are used effectively to support the learning of the children. However, there are insufficient resources in the new outside area for the Reception class. Good procedures ensure a smooth transition to Year 1. There is regular liaison with parents and carers, who speak very highly of the care and support the school provides for their children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Most parents and carers are very positive about the work of the school and its impact on their children's learning. Responses to the questionnaire included a number of detailed comments emphasising the caring approach of staff towards their children. A very small minority of respondents suggested that the school does not deal effectively with unacceptable behaviour, but inspectors judged that the school deals very effectively with the few pupils who sometimes display challenging behaviour. Overall, parents' and carers' views reflect the inspection findings.

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

Ofsted invited all the registered parents and carers of pupils registered at Burton End Community 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 354 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	72	29	28	0	0	0	0
The school keeps my child safe	76	75	25	25	0	0	1	1
My school informs me about my child's progress	64	63	36	35	2	2	0	0
My child is making enough progress at this school	55	54	43	42	3	3	1	1
The teaching is good at this school	64	63	36	35	2	2	0	0
The school helps me to support my child's learning	60	59	40	39	2	2	0	0
The school helps my child to have a healthy lifestyle	57	56	43	42	2	2	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)	50	49	48	47	4	4	0	0
The school meets my child's particular needs	56	55	45	44	1	1	0	0
The school deals effectively with unacceptable behaviour	46	45	44	43	7	7	5	5
The school takes account of my suggestions and concerns	49	48	50	49	2	2	1	1
The school is led and managed effectively	62	61	37	36	2	2	1	1
Overall, I am happy with my child's experience at this school	66	65	32	31	4	4	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

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](http://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"><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.

**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.**



11 December 2010

Dear Pupils

**Inspection of Burton End Community Primary School, Haverhill, CB9 9DE**

Thank you for making us so welcome and for sharing your views during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you during playtime and lunch. We really enjoyed the Christmas production by the younger children and it was good to see so many of you taking part. Your school is a good one and your parents and carers are very pleased with the good start you make in your education. There are many positive things about your school.

You enjoy coming to school and make good progress in your lessons.

You are friendly, positive and well behaved.

You show kindness and consideration to others.

You have a good understanding of issues related to safety and healthy lifestyles.

The teachers and the support staff care greatly for you as individuals.

Your teachers work hard to make your lessons interesting and exciting.

The headteacher is managing the expansion of the school well.

We have asked the headteacher, staff and governing body to do the following things to make the school even better.

Help you to raise your standards of work by developing your confidence in writing and applying your skills in mathematical calculation.

Ensure that teachers always have high expectations for you so that you are challenged to concentrate hard and do your best work.

Improve the attendance rates in the school so that they are above the national average.

You can help by behaving well and working hard. Keep enjoying the many things you do at Burton End Community Primary School. We would like to wish you success in your future education.

Yours sincerely

Stephen Walker

Lead inspector

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