

# Burleigh Primary School

## Inspection report

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<b>Unique reference number</b>	117367
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	379403
<b>Inspection dates</b>	15–16 March 2012
<b>Lead inspector</b>	Marion Wallace

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Taylor
<b>Headteacher</b>	Garry Virtue
<b>Date of previous school inspection</b>	12 January 2009
<b>School address</b>	Blindmans Lane Cheshunt Waltham Cross EN8 9DP
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<b>Fax number</b>	01992 624045
<b>Email address</b>	head@burleigh.herts.sch.uk

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<b>Age group</b>	4–11
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<b>Inspection number</b>	379403



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## Introduction

Inspection team

Marion Wallace

Additional inspector

Rebekah Iiyambo

Additional inspector

Ken Parry

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 15 teachers in 23 lessons and held meetings with parents and carers, groups of pupils, members of the governing body and staff. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at improvement plans for the school and for subjects, governing body minutes, assessment information and curriculum planning. In addition, they carried out a scrutiny of pupils' work, listened to readers and analysed 133 questionnaires received from parents and carers.

## Information about the school

Burleigh is larger than the average primary school. The percentage of pupils who speak English as an additional language is above average although no pupils are in the early stages of learning English. The percentage of disabled pupils and those with special educational needs is average, and the percentage with a statement of special educational needs is also average. The proportion of pupils known to be eligible for free school meals is above average. There are two classes in each year group. The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Parents and carers appreciate its caring and inclusive ethos. The use of assessment procedures, tracking and the setting of challenging targets to accelerate progress are improving. They are not yet consistently sharp enough to ensure that teaching is good or that pupils make good progress over time. This is especially so in mathematics and for more-able pupils.
- Pupils' achievement is satisfactory. It is not yet consistently good in all classes and has not been good over time. Children in the Early Years Foundation Stage settle into school well and enjoy all the activities. Their progress is satisfactory and continues to be satisfactory in Key Stages 1 and 2. Attainment is broadly average in English and mathematics by the end of Year 6, although pupils do better in writing than in mathematics, especially at the higher levels.
- Teaching is satisfactory. There are some good or better lessons, but sometimes teachers' expectations are too low and they occasionally miss opportunities to ensure pupils fully extend their work, especially the more-able pupils in numeracy tasks. Teachers use resources well in some lessons and support sessions but they do not always use resources consistently to help pupils of different abilities to improve their work.
- Behaviour around the school and in lessons is good. Pupils make good gains in their personal development and say that they feel very safe in school.
- Leadership and management, including the leadership of teaching and management of performance, are satisfactory. Senior leaders have a clear vision for developing the school. Middle leaders are developing their role, but do not always monitor teaching sufficiently to raise the quality to good in all subjects. The curriculum provides memorable experiences and pupils particularly enjoy physical education and the links between subjects.

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Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Help more pupils to reach the higher National Curriculum levels, especially in mathematics, by making sure that:
  - key skills are taught consistently well
  - teachers plan mathematics tasks more rigorously for pupils of different abilities and seize every opportunity to extend their mathematical skills.
  
- Raise the quality of teaching so it is consistently good or better by ensuring that:
  - teachers use assessment rigorously to plan lesson activities that challenge all groups, but especially the more-able pupils
  - teachers use resources more judiciously to enable different groups of pupils to accelerate their progress.
  
- Increase the impact of school monitoring and self-evaluation, particularly in mathematics, by ensuring that:
  - middle leaders check the effectiveness of initiatives more rigorously and act swiftly to remedy weaknesses
  - tracking and the setting of challenging targets are used more strategically to measure pupils' progress and the effectiveness of teaching.

## Main report

### Achievement of pupils

Children join the Reception classes with the skills and experiences expected for their age; in a few years, their skills are lower in communication and early mathematical skills. Children make satisfactory progress in the Reception classes in all areas of learning. They enjoyed making cards for Mothers Day, writing simple messages and drawing pictures of flowers and family members.

Older pupils' satisfactory progress means that they reach broadly average standards by the end of Year 6, with higher attainment in writing than in mathematics. Pupils have a good work ethic and they enjoy learning because teachers plan interesting tasks, but sometimes miss opportunities to fully extend groups, especially more-able pupils in mathematics. Appropriately focused support ensures that disabled pupils, those with special educational needs and those who speak English as an additional language make satisfactory progress. The gap between the performance of pupils eligible for free school meals and others is closing.

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Pupils' achievement in reading is satisfactory and attainment is average at the end of Year 2 and when pupils leave the school, although not enough more-able pupils reach the higher levels. Older more-able pupils talk positively about reading but most talk about the events and characters in the stories rather than the style of the author's writing. The teaching of phonics (linking letters with the sounds they make) is satisfactory. Pupils enjoy reading and in Year 2 they know how to tackle difficult words. Pupils take a pride in their work, which is neatly presented, handwriting skills are well developed throughout the school. Year 6 pupils used lively descriptions in their writing. One wrote, 'Tom tiptoed tentatively down the steep, creaky stairs, taking care to avoid the middle of the steps. As he entered the eerie hall, he squinted into the darkness, desperately trying to locate where he was going.' They used adventurous vocabulary such as 'passionate', 'inspired' and expressive in their writing to persuade sponsors to support their favourite charity.

The school's tracking data and the inspection evidence indicate that all pupils are making at least satisfactory progress towards their targets in literacy and numeracy. Older pupils know their targets well. Most parents and carers feel their children are making good progress. Inspectors agree that progress is improving, but has not yet been consistently good over time.

**Quality of teaching**

The vast majority of parents and carers feel that teaching is good, and so do the pupils. There is an increasing amount of good teaching, particularly in English and mathematics, but teachers' expectations are not consistently high enough to ensure good learning over time. Children in the Early Years Foundation Stage are well taught with plentiful opportunities provided for them to learn through activities led by adults and those they choose for themselves. In Key Stages 1 and 2, relationships are good, teachers explain tasks clearly and are well organised, but sometimes the pace of learning slips because the task is not rigorously matched to the ability of the pupils, especially in mathematics. Since the last inspection, good progress has been made in developing problem solving and providing opportunities for pupils to apply their mathematical skills. In Year 5 for example, pupils collected the numbers of all the pupils who had cycled to school so that they could analyse the data and estimate whether their national score of 119<sup>th</sup> best school in the country for cycling to school could be improved. A support session in mathematics enabled pupils to make good progress because resources were used effectively and questions challenged the pupils. In some classes, missed opportunities to match the work closely to pupils' ability and to use resources effectively result in satisfactory rather than good progress.

Teachers use assessment information adequately to plan interesting curriculum work. They use questions effectively to check pupils' knowledge and understanding, but miss opportunities to vary questions for different ability groups. Older pupils know their targets well. Some good examples of marking were seen that informed pupils how to improve their work and good use of resources to promote learning, but this was not consistent in all classes. Pupils with additional needs are well supported by

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teaching assistants in class, as are those learning English as an additional language. The impact of teaching on pupils' spiritual, moral, social and cultural development is strong. As a result, they enjoy their learning and have very good attitudes to school.

### **Behaviour and safety of pupils**

Behaviour is good throughout the school, in lessons and at break times because relationships are good. Children in both Reception classes learn to behave well. Pupils and staff show good levels of respect for each other and for visitors to the school. They behave well in assembly when they reflect on their learning. Most parents and carers who replied to the inspection questionnaire or who talked to inspectors felt that their children are safe in school and that behaviour is good. A few parents and carers felt lessons were distracted by inappropriate behaviour and the school did not always deal with it appropriately. Inspectors did not observe any disrupted lessons during the inspection. Pupils say that behaviour is good and that they feel very safe in school. Pupils know the difference between falling out and bullying, and they have confidence in the adults that any issues will be dealt with. Older pupils are aware of different types of bullying and dangers of drugs and alcohol. They talk knowledgeably about safe use of the internet.

Evidence confirms that behaviour and awareness of safety have been consistently good over time, reflecting a positive school ethos and well-planned procedures. Good behaviour and attitudes have a positive impact on learning. Attendance is average and improving slowly. Almost all pupils are punctual for the vast majority of the time.

### **Leadership and management**

Senior leaders communicate drive and ambition. Many parents and carers commented on the strength of the headteacher and senior leaders, who have a clear vision for the school that is rightly focused on improving achievement for all pupils. They are supported by all the staff, who work effectively together. Their very good role modelling is a key reason why pupils' behaviour and personal development have been good or better over time. Equality of opportunity is pursued satisfactorily through tracking the progress of groups and individuals. In practice, most groups of pupils achieve at a similar level despite the occasional lack of challenge for more-able pupils. Discrimination in any form is not tolerated, and this contributes significantly to the harmonious community.

The school has satisfactory capacity for further improvement. The determination to improve is underpinned by effective systems for evaluating strengths and further areas for development. Since the last inspection, the school has made good progress in developing pupils' key skills across the curriculum and in improving the outdoor area for Reception class children. However, the achievement of more-able pupils remains satisfactory. Subject leaders have clear roles but their work in improving the quality of provision has not yet led to consistently good achievement. The monitoring and evaluation of teaching, supported by professional development, have ensured that most teaching is at least satisfactory but inconsistencies remain. The school

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supports pupils and families who may face significant difficulties and barriers to learning well.

The governing body monitors and evaluates the work of the school effectively and is well organised. Its members know the school well and hold it to account appropriately. They monitor the site and procedures rigorously. Child protection, risk assessment and safeguarding meet current statutory requirements. Strong links with parents and carers ensure that they engage well with the school.

The curriculum is broad and balanced, meets the needs and aspirations of pupils satisfactorily and provides well for life in a diverse society. It provides them with enjoyable and memorable experiences despite the occasional lack of challenge for some groups. There are good opportunities for pupils to use and consolidate most of their literacy and numeracy skills across different subject areas such as science, history, art, and information and communication technology. Parents, carers and pupils appreciate the good extra-curricular opportunities and enrichment activities.

The school promotes pupils' spiritual, moral, social and cultural development well. Pupils learn to respect other religions, and they talk respectfully about communities different from their own. Pupils enthusiastically took part in the lunchtime project based on India and Indian food. Older pupils fulfil their responsibilities as school councillors and monitors looking after the younger children very well.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



19 March 2012

Dear Pupils

### **Inspection of Burleigh Primary School, Waltham Cross, EN8 9DP**

Thank you all very much for welcoming us to your school. We thoroughly enjoyed talking with you and your teachers, and reading the views of those who returned questionnaires. We will remember your polite, considerate and good behaviour. You and your parents and carers told us that most of you learn a lot at Burleigh Primary School. We agree that the school has many strengths, but it is satisfactory overall because teaching and your progress over time are satisfactory.

You settle into the Reception classes well. You all enjoy learning and teachers give you interesting things to do, including out-of-school activities, trips, residential trips visitors and visits that make learning fun. Your behaviour is good, and you are sensible and know how to keep safe. The school cares for you and your families very well, and teaches you a lot about how to care for others. There are good opportunities for you to take on responsibilities as members of the school council, so that you can all contribute to helping your school improve even more. Those of you who do not speak English as your first language make the same progress as other pupils in your class.

The headteacher and all the staff know what needs improving and have started to make changes. We have identified three things that will help them. We have asked them to make sure that:

- teachers use assessment information to plan work that is closely matched to your ability, so that you are all appropriately challenged, especially those who find the work easy
- the standards you reach in mathematics are as high as they are in writing
- your leaders, particularly those with responsibility for subjects, check regularly to see how well you are doing.

Best wishes for the future and you can all help by continuing to work really hard.

Yours sincerely

Marion Wallace  
Lead inspector

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