

# Burnham Copse Primary School

## Inspection report

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<b>Unique Reference Number</b>	131516
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	360283
<b>Inspection dates</b>	16–17 March 2011
<b>Reporting inspector</b>	Brian Evans

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>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Penny Waterfield
<b>Headteacher</b>	Lyn Downes
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	New Church Road Tadley RG26 4HN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 13 lessons and parts of lessons and observed nine teachers. Meetings took place with the Chair of the Governing Body, another governor and a number of staff, parents and carers, and groups of pupils. The inspection team observed the school's work and looked at documentation, which included the school strategic plan, assessment information, safeguarding documentation, curriculum planning and samples of pupils' work. Inspectors analysed the results of 149 questionnaires completed by parents and carers, and took account of the views expressed in the pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the quality of the provision for the more-able?
- How well do subject leaders contribute to sustaining school improvement?
- What is the quality of teaching and how does it ensure that all pupils are provided with tasks that are well matched to their needs?

## Information about the school

In this smaller-than-average sized primary school, most pupils are of White British heritage. The proportion of pupils with English as an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is above average. Mainly, these relate to specific learning difficulties, to speech, language and communication needs and a few behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is below average. There is a separate and independent pre-school on site which did not form part of this inspection. The school runs a breakfast club and an after-school club. The school has achieved the Healthy Schools and Activemark awards.

**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

- Burnham Copse Primary is a good school. Since the last inspection, when it was deemed satisfactory, it has made effective progress under the excellent leadership of the headteacher and senior leaders and managers. Self-evaluation procedures are good and the school's strategic plan is rigorously reviewed. The focus is firmly on providing equality of opportunity for pupils.
- The school equips pupils with good social and academic skills. Partnerships with external agencies and with parents and carers are outstanding. The range of expertise on the governing body has supported the rise in the school's achievement. A parent wrote, 'A super school - welcoming, growing stronger each year since the new headteacher has taken over.' The success of present interventions on learning and good progress shows the school has a good capacity for sustained development.
- Attainment is above average. Current achievement is good throughout the school for all groups of pupils including those with special educational needs and/or disabilities, pupils whose circumstances may make them vulnerable and for higher attainers. Subject leaders manage the school's assessment and tracking systems well and monitor the individual performance of pupils carefully. These systems lead to effective 'booster' intervention programmes where pupils are not fulfilling their potential. The strategic plans for improving writing and mathematics have enabled a good start to be made in applying these skills across the curriculum, but this is not yet fully embedded.
- A high proportion of good teaching promotes pupils' learning well. Pace in lessons is maintained and peer support and pupil self-review are good. There is some excellent teaching and learning in Years 3 to 6 because it is based on practical learning and problem-solving activities. Teaching and learning are good in the Early Years Foundation Stage and in Years 1 and 2. Attendance is now above average because the school is rigorous in following up absences.
- The personal development of pupils is good and is a key element in supporting good achievement. Questionnaire returns show that parents and carers agree with pupils that they feel very safe and that behaviour is good. Pupils make a good contribution to the school and local community life. Spiritual, moral, social and cultural responses from pupils are good. The school has an outstanding involvement in its local community, has very strong links with an orphanage in Uganda and is in the process of developing links with a school in Hounslow. These links provide important opportunities because the pupils' understanding and respect for the diversity of communities and cultures in the United Kingdom are not as developed as they might be.

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

By September 2012:

- Raise attainment and improve progress in writing and mathematics by implementing the priorities in the strategic plans for writing and mathematics to be applied more across the curriculum.
- Extend the opportunities for pupils to understand and respect the diversity of communities and cultures within the United Kingdom.

## Outcomes for individuals and groups of pupils

**2**

Pupils' achievement is good and pupils enjoy school. Attainment on entry to the Reception class varies considerably from year to year and is now closer to what is typically expected for children of their age than previously. Attainment has steadily risen in English and mathematics over the past three years. Pupils who have special educational needs and/or disabilities make good progress because there is good practice in setting tasks that match their learning needs. A parent commented that, 'Reception class was excellent and gave my child the confidence to move up to Year 1.' The school aims to inspire and motivate children. Evidence of this was demonstrated by two groups of pupils in the Science Park in the grounds who had to work through the technology issues of building a full-scale version of an Egyptian irrigation 'shaduf'.

In a mixed Year 3 and 4 class, a literacy topic on rotation was linked to history, science and mathematics. Paired discussions were lively and well focused. Pupils also received information on the Japanese tsunami disaster and asked, 'How did you feel when you saw those pictures in the press?' In Years 1 and 2, pupils were programming 'mini beetles' and discussing, with their teachers and classroom assistants, various routes which the beetles could take. There is consistently good learning across the school because of the strong monitoring and support of teachers by senior staff. The school's very detailed strategic plan rightly recognises that there has to be even more emphasis on learning through pupils' use of their writing and mathematical skills across the curriculum.

Pupils are polite and well mannered in welcoming visitors to the school. They demonstrate good spiritual, moral, social and cultural development in assemblies in which they play a major role every Friday. These raise pupils' self-esteem and have helped build their confidence to speak publicly at these and other events. Pupils respond thoughtfully to opportunities for reflection. A key element in their good behaviour is the way in which the headteacher and senior leaders are always visible around the school. The pupils' rising achievement in basic skills, including their work on laptops in information and communication technology (ICT), is ensuring they are well prepared for the next stage of their education. Pupils attend regularly and say that they feel very safe in school. They demonstrate that they are adopting healthy lifestyles.

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*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>	2
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>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

Pupils at all levels of ability are given tasks appropriate to their needs and skills. Work is carefully matched to pupils' learning needs and is based on accurate assessment of their progress. Pupils know what they have to do. Teaching assistants make a strong contribution to learning either by their work in 'boosting' individual skills in withdrawal groups or by in-class support. Pupils self-review their own work and immediately underneath this evaluation the teacher adds helpful comments. In an excellent Year 5 mathematics lesson, there were different tasks set which matched the needs of higher-, middle- and lower-attaining pupils. All tasks were challenging and highly engaging and well designed to enable all pupils to make good progress. The more-able group stuck at their difficult task and through good teamwork eventually came up with the solution. Pupils understood the importance of assessing their own work and that of others through the 'talking partners' routines.

The school grounds are excellent for such a small school with two football and netball pitches plus a full range of adventure apparatus. The curriculum is supported very well by a wide variety of imaginatively designed external spaces. Key features include a Science Park, growing areas, a wildlife pond and a creative play zone. Interior spaces are bright and attractive and reflect the need for raising awareness of the multicultural diversity of heritages in the United Kingdom. Good specialist spaces inside the school are used well for music, drama, art, food technology and science. The breakfast club and after-school club

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are well managed, very popular with children and received much praise from parents and carers in their questionnaire comments. The curriculum motivates and engages pupils well. Leaders and subject leaders recognise there are not always sufficient opportunities for pupils to apply their basic skills creatively across the curriculum. Participation levels are very high in extra-curricular activities. Years 3, 4, 5 and 6 have residential experiences. The older pupils visit Derbyshire and Telford and younger ones the New Forest. All pupils enjoy numerous visits and visitors, which make learning meaningful. During the inspection, Years 3 and 4 spent one day at an Iron-age hill-farm. Pupils experience success because of individual learning programmes that are carefully matched to their needs and interests, and the excellent partnerships with external agencies that contribute to their good achievement.

Teachers and support staff provide good care, guidance and support, and work regularly alongside parents and carers to improve, for example, their children's reading. Pupils happily turn to a member of staff when they have a problem. Parents and carers and pupils state that any bullying or name-calling is dealt with very quickly. Administrative staff on the reception desk greet parents, carers and visitors with sensitivity and understanding, and are a very important link between them and the teaching and support staff.

*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 is a strong, motivating force throughout the school and is very successful in taking all staff with her when driving improvement. The senior leaders and managers work very closely with her and have complementary strengths. The impact of their outstanding leadership can be seen in the good progress made by pupils and the creation of a school ethos that is friendly, welcoming and mutually supportive. Statutory duties are reviewed regularly and meet requirements, including the good procedures relating to safeguarding. The protection of children is embedded in all aspects of school life. Policies and their impact on child protection are reviewed and updated regularly to ensure that they reflect best practice and are followed consistently by all staff. Concerted action to promote equal opportunities and the effective tackling of any discrimination leads to harmony across all ethnic groups and has improved the performance of all groups of pupils, especially those who need additional support.

Professional support and staff training days are regularly used to raise awareness of teaching and curriculum issues and to improve practice. The school has an outstanding partnership with parents and carers. They are exceptionally well informed and engaged in their child's learning. 'Family Days' and work shadowing have been successful in drawing

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parents and carers in to support their children's learning. The headteacher has created excellent partnerships with local schools and businesses and holds community events on site. The Science Park is shared with community groups and local pre-schools. The governing body carefully examines the impact of policies on the school's work and effectively holds the school to good account for its performance. The promotion and impact of community cohesion has some excellent features in terms of the local community. Pupils also study and understand that communities and cultures in other parts of the world can be different. An understanding of the diversity of lifestyles within the United Kingdom is not as well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The setting has a very welcoming environment. It is bright and colourful with a clear focus on learning. An excellent outdoor area complements the learning and is used well in pupils' 'free flow' activities between the indoors and outside. An inclusive ethos and an open-door policy engage parents and carers well in their child's learning. Attainment on entry to Reception varies considerably from year to year and is now closer to what is typically expected than previously. The school's reputation and that of the Early Years Foundation Stage is reported to be improving within the local community.

Children make good progress in all areas of learning and are confident and independent. Each parent and carer receives a report on progress every term and the staff are accessible for discussions when parents and carers wish. Behaviour is good and parents and carers say children are safe. Enjoyment and attitudes to learning are good because activities are exciting and really engage the children. Occasionally though, children do not have enough opportunities to lead in their learning activities. Assessment is thorough and



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supports learning. Attendance is very good and supports the good ethos and relationships in the setting.

The leaders have a good knowledge of the children which supports their learning effectively. The management of the transition from pre-school to the Reception class is a key success noted by parents and carers and results in children settling well into the school. Partnerships are excellent, for example, the Reception teachers meet regularly with the local authority's Early Years Adviser and there is a close relationship with the family support worker based in the local community centre next door to the school. A mobile library visits the school and supports parents and carers in choosing appropriate reading material for themselves and their children. The key-worker system works well and parents and carers know their key-worker from the initial home visit onwards.

*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**

A very high proportion of families (75%) returned questionnaires. In their responses, almost all parents and carers state that their children enjoy school and feel very safe. The overwhelming majority of parents and carers were positive about the school and its impact on their children's well-being. The quality of pastoral care, the curriculum, and opportunities for extra-curricular activities were highly praised. A small minority of parents and carers expressed concern about whether their suggestions were taken seriously. During the inspection, inspectors found the adults in the school listened to children and parents and carers very carefully and that work in lessons was set to meet individual needs well. Pupils value the headteacher's award badges and are proud to wear them. Inspectors found also that there were clear procedures for parents and carers to approach the school about their children's work.

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

Ofsted invited all the registered parents and carers of pupils registered at Burnham Copse 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	55	64	43	3	2	0	0
The school keeps my child safe	91	61	58	39	0	0	0	0
My school informs me about my child's progress	52	35	88	59	7	5	2	1
My child is making enough progress at this school	69	46	66	44	11	7	3	2
The teaching is good at this school	71	48	70	47	8	5	0	0
The school helps me to support my child's learning	69	46	72	48	8	5	0	0
The school helps my child to have a healthy lifestyle	76	51	69	46	4	3	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)	51	34	77	52	7	5	2	1
The school meets my child's particular needs	67	45	73	49	7	5	2	1
The school deals effectively with unacceptable behaviour	59	40	73	49	7	5	6	4
The school takes account of my suggestions and concerns	58	39	73	49	4	3	10	7
The school is led and managed effectively	80	54	58	39	5	3	6	4
Overall, I am happy with my child's experience at this school	84	56	59	40	3	2	3	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and 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 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



18 March 2011

Dear Pupils

**Inspection of Burnham Copse Primary School, Tadley RG26 4HN**

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Burnham Copse Primary to be a good school.

These are the main findings of the inspection.

- Your behaviour is good and you have a good understanding of adopting healthy lifestyles. You participate in a full range of physical education activities. You told us that you enjoy school and feel very safe. This was also apparent from the good progress in your learning.
- The very high levels of care, guidance and support provided by the school allow you to flourish as learners and develop high levels of independence.
- Your grounds are amazing for such a small school. We were extremely impressed with your learning in the Science Park, art room and food technology rooms and in your science block. Year 6 work on the Egyptian 'shaduf' and other years' activities in the Science Park were especially impressive.
- The partnerships between the school, your parents and carers and yourselves are excellent.
- Teaching is good, including some that is outstanding.

Over the past year, you have made good progress in mathematics and in writing. We have asked the school to build on this good start and enable you to aim at developing these skills across all areas of the curriculum. We have also asked the school to build an even closer relationship with a school in Hounslow which is different to your own.

We know that you will continue to work with your teachers and all adults to maintain your enthusiastic approach to learning.

Yours sincerely

Brian Evans

Lead inspector

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