

Burley Gate CofE Primary School

Inspection report

Unique Reference Number	116788
Local Authority	Herefordshire
Inspection number	379301
Inspection dates	2–3 November 2011
Reporting inspector	Mark Sims HMI

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	92
Appropriate authority	The governing body
Chair	Paul Burgis
Headteacher	Beverley Donald
Date of previous school inspection	8 October 2008
School address	Burley Gate Hereford HR1 3QR
Telephone number	01432 820367
Fax number	01432 820367
Email address	admin@burleygate.hereford.sch.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited eight lessons taught by four teachers. Inspectors also held meetings with the headteacher, staff, members of the governing body, pupils and the School Improvement Partner. They observed the school's work and looked at a wide range of documentation including safeguarding documents, improvement plans, progress reports, minutes of governing body meetings and records of pupils' progress. Inspectors analysed questionnaires from 37 parents and carers and took account of pupil and staff questionnaires.

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

- How successful are the school's strategies in raising attainment in English and mathematics, particularly for higher-attaining pupils?
- How effective is the school's support for pupils at risk of becoming vulnerable?
- How well are pupils prepared for life in multicultural Britain?

Information about the school

Burley Gate Cof E Primary School is much smaller than the average primary school. Almost all pupils are White British. A small number of pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is slightly above average. The proportion of pupils known to be eligible for free school meals is below average. There are four classes in the school and each class contains two year groups. The school holds the ArtsMark Gold award, Healthy Schools status, and the local authority quality mark for the provision for special educational needs (SEN). The current headteacher was appointed in September 2009.

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?

3

The school's capacity for sustained improvement

2

Main findings

Burley Gate CofE Primary School provides a satisfactory standard of education and it is improving rapidly. Over the last two years there have been significant improvements in a number of key areas. Under the strong leadership of the headteacher, effective assessment and tracking procedures were introduced which highlighted that pupils in Key Stage 2 were not making sufficient progress. Since then rigorous monitoring of teaching has led to improvements in the quality of lessons and pupils' learning. Pupils who left in Year 6 in 2011 made satisfactory progress overall from their starting points at the end of Key Stage 1 because of the rapid acceleration in their progress, particularly in English, in their last two years.

Pupils get off to a good start in the Early Years Foundation Stage and Key Stage 1, making good progress from low starting points to achieve broadly average standards by the end of Year 2. Standards remain broadly average in English and mathematics by the time they leave at the end of Year 6, because of the satisfactory progress made in Key Stage 2. Most pupils make good progress in English, including pupils who speak English as an additional language and those with special educational needs and/or disabilities. The majority of teaching is good and some is outstanding, although pockets of satisfactory teaching remain. Achievement is satisfactory overall because pupils are making satisfactory progress over time, especially in mathematics. The introduction of the national strategy 'Every Child a Writer' has led to rapid improvements in outcomes for pupils in writing in Years 3 and 4 but, although planned, this has not yet spread to Years 5 and 6. The school has not introduced similar strategies to raise attainment in mathematics.

The headteacher is supported well by a dedicated and highly-skilled middle leadership team. The governing body's awareness of the school's academic performance has significantly improved in the last two years and it is now well placed to challenge the school as well as maintain the strong support it provides. Overall, leadership and management are good as is the capacity to improve. This is because of the significant recent improvements in teaching and achievement, especially in literacy, and the impact of the monitoring and tracking arrangements. The school's self-evaluation is rigorous and accurate and the headteacher knows that mathematics remains a priority for the school to improve.

Parents and carers are overwhelmingly positive about their school. One parent who was representative of many others commented, 'The school is a good, inclusive community, with every effort made at encouraging children of all ages and abilities.'

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How lucky we are.' The school rightly has a very good reputation for being an inclusive school and provides a good standard of care, guidance and support to those at risk of becoming vulnerable. Pupils who speak English as an additional language and those who have special educational needs and/or disabilities are integrated well into the school and, consequently, are doing as well as their peers. The curriculum is broad and balanced and supported by a rich variety of extensive extra-curricular activities, including art, music, languages and drama and a Forest School area. Opportunities to promote diversity in a similar way are sometimes missed. The good provision for children in the Early Years Foundation Stage, which was recognised as a strength at the last inspection, has been consolidated and improved through the introduction of an outdoor play area.

The extent to which pupils feel safe is outstanding. Arrangements for safeguarding are good and the school, which places a very high emphasis on this, meets all its requirements. Pupils also have a good awareness of the importance of healthy living especially through the extensive sporting opportunities on offer and the high quality healthy meals prepared on site and the school has consequently received a number of awards. Behaviour is good around school and in lessons. Pupils make a good contribution to their community and in school willingly take on a wide range of responsibilities and jobs. They are well prepared for their next steps in their learning. Attendance, which is improving, is now good. Pupils' spiritual, moral, social and cultural development is good overall although pupils' knowledge of diversity in the United Kingdom is limited.

Up to 40% of the 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?

- Ensure that pupils make good progress in mathematics by:
 - providing the subject leader with more opportunities to monitor the quality of teaching
 - enabling subject leadership to provide a role model of at least good teaching that can be shared throughout the school
 - making sure that the teaching of mathematics draws on the good teaching in literacy that has led to more rapid progress of pupils.
 - improving the teaching in Key Stage 2 so that it is as consistently good as it is in other key stages.
- Ensure that pupils develop their knowledge and understanding of cultural diversity in the United Kingdom by:
 - promoting more opportunities for pupils to study multicultural aspects of learning through the curriculum
 - providing more enrichment opportunities such as events, trips, visitors or links with other schools.

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Outcomes for individuals and groups of pupils

3

In most lessons seen during the inspection the quality of learning was good, especially in literacy. The school has placed a strong focus on writing, particularly for boys, and it was evident in their enjoyment of literacy and willingness to write. Teachers engage learners well by drawing on their real-life experiences, such as a recent trip to Bristol Zoo, and through getting pupils to improve pieces of writing which develops their writing skills. Pupils work well in groups and pairs and respond well to practical activities. They are also able to work independently including those who are lower attaining. However, pupils make only satisfactory progress in their learning in mathematics where teaching does not sufficiently build on their prior learning and learners are not clear what their next steps in learning should be.

The good behaviour of pupils and strong relationships contribute well to their learning and they get on well together in mixed-year groups. Older pupils help the younger ones with their learning. Pupils who speak English as an additional language and those with special educational needs and/or disabilities learn well in lessons because work is targeted effectively to their needs and they receive good support from their teachers and additional adults. Occasionally, older higher-attaining pupils get restless if they have finished their work and do not have another challenge to work on. Pupils are always willing to help tidy up and take on additional tasks in the classroom when asked. Year 6 pupils are prepared well for transfer to secondary school and the next step in their education. Transitional arrangements between key stages are good, because teachers liaise closely with each other. Almost all pupils say they like coming to school and enjoy their learning. Pupils have learnt a little about different religions and cultures, for example, Buddhism in an assembly, but this aspect of their cultural development is too limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In most lessons good teaching is characterised by good planning to meet the needs of pupils in different year groups and of varying abilities. Teachers are effective at different levels of questioning, providing a mix of challenge for higher-attaining pupils and achievable questions to enable lower-attaining pupils to participate. Time is used productively in lessons. Lessons move at a brisk pace and high expectations are set for different groups of learners. Additional adults are deployed well when their role is specified in lesson planning and they use their time well to support pupils or assess pupils' learning through note-taking. Marking informs pupils how well they are doing, what they have achieved and how they can improve. The small proportion of satisfactory teaching seen was in mathematics. In these lessons, work was either not as effectively planned in starting from pupils' prior learning or additional adults' time was not well used. Pupils are vague about how well they are doing and how they can improve their work in the future. Marking focuses too much on presentation and praise and insufficiently on how pupils can improve.

The curriculum provides a good balance of literacy and numeracy alongside other subjects, and writing across the curriculum is well established. Pupils do not have enough opportunities to learn more about different cultures. There is an impressive range of expertise available in languages, sport, art and music, delivered to a high standard. The curriculum is enhanced by a wide range of extra-curricular activities with a very high take-up from pupils. Governors also contribute to extra-curricular provision through, for example, an engineering club. The cross-curricular approach to writing has led to outstanding outcomes for some pupils, but this has not been replicated in numeracy.

Care, guidance and support are strengths of the school. Its highly inclusive nature ensures that it admits pupils at any stage of their education, regardless of their need, and rightly has a high reputation for its commitment. All adults have positive attitudes to pupils and they respond well in turn. The school goes to great lengths for those at risk from becoming vulnerable and has rapidly developed an expertise in support for English as an additional language which is an increasingly prominent feature in the school. Pupils with special educational needs and/or disabilities receive effective support to ensure they do as well as everyone else. Specialist resources are used well to give those with specific needs access to the curriculum and a chance to participate in the mainstream classroom. Work with other agencies for pupils at risk of becoming vulnerable is of a high quality.

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These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher knows the school well and has successfully brought about improvements in teaching and learning without losing sight of the school's strengths in inclusion, care guidance and support. The headteacher has also been highly successful in securing the confidence of all staff and the wider community. Hence, the overwhelmingly positive survey responses from staff, pupils and parents; all agree with the headteacher's ambition and drive for the school and this has led to improvements in pupils' progress, particularly in writing and in teaching. The headteacher is strongly supported by a team of subject leaders who are increasingly involved in monitoring and tracking within their areas of responsibilities although lesson observations are still done mostly by the headteacher. Pupils' progress in mathematics is now the school's priority as this has not seen the same rate of improvement as English. Subject leaders are analytical and can identify strengths and weaknesses in their areas of responsibility well. Leadership of special educational needs is good, but it is too early to see the impact of this in outcomes over time for these pupils due to the member of staff's short time in post.

Members of the governing body are committed and give freely of their time in supporting the school. They are well informed and knowledgeable, and show a range of skills in order to challenge the school's leaders and hold them to account. The governing body knows what areas still need to be tackled to bring about further improvements. It ensures the school is run on a sound financial basis.

Parents and carers are positive about every aspect of the schools' work. The school knows its parents and carers well and responds to their suggestions and concerns. They are also involved in the work of the school, for example as 'Morning Custodians' checking health and safety in school on a daily basis.

Partnerships with other agencies are good and provide effective support for pupils at risk of becoming vulnerable. The highly inclusive nature of the school ensures that the school promotes equality of opportunity well. The school monitors the performance of each group and individual closely. Racist or bullying incidents are very rare but are dealt with effectively as the pupils, parents and carers confirmed.

The school places a good emphasis on keeping its pupils safe and ensures that policies, procedures and training are kept up to date and that risk assessments are

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carried out comprehensively. The school knows its local community well based on an accurate audit of its context. The promotion of community cohesion is good because of strong local and international links but the national dimension is less well developed. In line with the outcomes for pupils, the school provides satisfactory value for money.

These are the grades for leadership and management

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

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good because of the welcoming, secure learning environment and good provision which ensure that children do well from their low starting points. They achieve well across all areas of learning including communication, language and literacy, and problem-solving, reasoning and numeracy. Activities provided by highly-skilled teachers and other adults enable children to make good progress in their creative and physical development. The outdoor play area is used effectively to enable children to explore other learning activities and so increase their knowledge and understanding of the world around them. Children are already developing their personal, social and emotional skills of cooperating and sharing with each other and regularly help to tidy up at the end of session.

Teaching is good as is the quality of the additional support because they are well planned to build on children's previous learning. Adults are very effective in assessing children's learning through photographic evidence and post-it notes which contribute to children's learning journals. Marking is very effective in informing children how they can improve their work. The leadership of Early Years Foundation Stage is good because of the rigorous monitoring of children's progress and effective management of this phase of learning. Parents and carers are engaged well in helping to support

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their children's learning.

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

A higher-than-average proportion of parents and carers responded to the survey. All respondents agreed with all of the statements. The highest proportion of parents and carers who strongly agreed was by some distance for the statement that 'the school keeps my child safe.' All comments except one were positive about every aspect of the school, particularly for the care, guidance and support offered to their children. The one concern raised was that not enough time was spent studying English and mathematics. Inspectors investigated this and found that while cross-curricular links with English have extended pupils opportunities for writing and, in turn, led to improved outcomes in literacy, this has not been replicated as successfully in numeracy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burley Gate CofE 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	65	13	35	0	0	0	0
The school keeps my child safe	33	89	4	11	0	0	0	0
The school informs me about my child's progress	26	70	11	30	0	0	0	0
My child is making enough progress at this school	21	57	15	41	0	0	0	0
The teaching is good at this school	21	57	16	43	0	0	0	0
The school helps me to support my child's learning	20	54	17	46	0	0	0	0
The school helps my child to have a healthy lifestyle	23	62	14	38	0	0	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)	19	51	17	46	0	0	0	0
The school meets my child's particular needs	18	49	19	51	0	0	0	0
The school deals effectively with unacceptable behaviour	22	59	15	41	0	0	0	0
The school takes account of my suggestions and concerns	18	49	19	51	0	0	0	0
The school is led and managed effectively	23	62	14	38	0	0	0	0
Overall, I am happy with my child's experience at this school	30	81	7	19	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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"> ■ 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.

4 November 2011

Dear Pupils



Inspection of Burley Gate CofE Primary School, Hereford HR1 3QR

Thank you very much for the warm welcome you gave us when we recently came to inspect your school. We are grateful to those of you who took the time to tell us your views about Burley Gate. We thought you would want to know what we have said in the inspection report.

Burley Gate is a rapidly improving school which provides a satisfactory standard of education. The school is rightly proud of the good quality of the care, guidance and support it provides for you, and you, in turn, have told us especially how safe and secure you feel here. Your leaders know your school well and teaching in most of your lessons, particularly literacy, is good. In the last two years you have significantly improved the rate of progress you make in reading and writing. Consequently, those who left at the end of Year 6 reached broadly average standards in English and mathematics, having made the expected progress for their age overall during their time at school.

Those of you in Early Years Foundation Stage and Key Stage 1 do particularly well. You all have a good range of subjects to study and you can be rightly proud of taking part in additional opportunities such as sporting clubs, Forest School and, for younger ones the outdoor play area. Your behaviour in school is good and you get on well with each other in a harmonious community where almost all of you enjoy coming to school. There are a few things we have asked the school to do which we think can improve it further.

- Make sure that all of you make as much progress in mathematics as you do in English.
- Provide you with more opportunities to find out about what life is like in different parts of Britain.

You can all play your part by making sure that you do as well as you can in your mathematics lessons. We would like to take this opportunity to wish you every success in your future lives.

Yours sincerely

Mark Sims
Her Majesty's Inspector

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