

# Burlish Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	135040
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	381782
<b>Inspection dates</b>	22–23 November 2011
<b>Reporting inspector</b>	Patricia Potheary

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	463
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Suzy Humphries
<b>Headteacher</b>	Janet Bickerton
<b>Date of previous school inspection</b>	1 October 2008
<b>School address</b>	Windermere Way Stourport-on-Severn Worcestershire DY13 8LA
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	22–23 November 2011
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## Introduction

This inspection was carried out by four additional inspectors who observed 26 lessons, taught by 18 different teachers. Meetings were held with groups of pupils, staff and a representative of the governing body. The inspectors observed the school's work, looked at information about pupils' progress, pupil and staff surveys and safeguarding procedures, and analysed 175 questionnaires returned by parents and carers.

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

- The team evaluated the rate of progress in mathematics in Key Stage 2 and in boys' writing in Key Stage 1.
- Inspectors examined how well leaders have addressed previous inconsistencies in the quality of teaching.
- They also investigated possible areas for development within the Early Years Foundation Stage, particularly in relation to children's numeracy skills and outdoor provision.

## Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is very small. Almost all pupils are White British. A broadly average proportion of pupils have a wide range of special educational needs and/or disabilities. This includes places for 10 pupils, with a statement of special educational needs for speech, language and communication disorders, in specially resourced provision managed by the school. The classroom base where these pupils spend part of their time is known as 'the language unit'. The school has many recent awards including the Leading Parent Partnership Award and several leading aspect awards, for example, for creativity in music and for personal, health and well-being.

There is privately run childcare provision on the same site which also manages the before- and after-school clubs in the school. This provision is inspected separately.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school, with an excellent language unit. Pupils make outstanding progress academically and personally and achieve exceptionally well. The school is a very happy, vibrant and productive learning community where high quality, stimulating teaching takes place throughout the day. The behaviour and attitudes of pupils are exceptional because they are so focused on doing their very best in everything. Very strong partnerships with other organisations and the leading role played by the school in innovative practice, have contributed substantially to the high quality of provision and outcomes. This view is strongly supported by parents and carers.

When pupils join the school, their attainment is below that expected for their age but by the time they leave, it is above the national average. The rate of progress has increased a great deal in the last two years and is now outstanding in both key stages, but particularly rapid in Key Stage 1. This is true for all the core subjects including English, mathematics and science, but it is evident also in a wide range of areas, including information and communication technology, music and physical education. All groups of pupils make outstanding progress, including boys in writing and those with special educational needs and/or disabilities. Pupils attached to the language unit are equally successful in their learning, so that a majority eventually reach at least average attainment and many return to mainstream schooling as a result.

Most lessons are outstanding in all subjects and the rest are securely good. This is due to the rigorous attention paid by all staff to sharing best practice, and constantly reflecting upon the quality of learning with the pupils, including those from the language unit. Pupils are fully involved in wanting to reach the next level in their work. An exceptionally high proportion of parents and carers contribute to raising achievement by hearing their children read at home.

The curriculum is highly creative, with a leading aspect award in music, very good practice in sport and a focus on activities which 'excite young minds' and ensure that pupils really enjoy coming to school. Those attached to the language unit are fully included in this innovative mainstream curriculum and are taught separately for very skilled specialist literacy, numeracy and speech and language sessions. Outstanding care, guidance and support contributes very well to pupils' excellent academic achievement and personal development. Pupils' continuously mature and focused behaviour is a major factor in the excellent learning taking place.

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The Early Years Foundation Stage is good overall and effective leadership has ensured that children make good progress in all the areas of learning. Children's skills in calculation and in understanding shape, space and measurement, however, remain below those in other areas of learning by the time they join Year 1. In addition, one Reception classroom has limited access to the outside area which hinders the free flow of activities between inside and out. Nevertheless, children are provided with a strong start to their education and the school is already beginning to close the gap in their attainment.

Exemplary overall leadership has resulted in the school moving from satisfactory to outstanding in all major aspects since the last inspection. This has been achieved through exceptionally detailed self-evaluation procedures, very high expectations of performance at every level and highly successful implementation of initiatives to address any issues. As a result, there is a much greater consistency in the quality of teaching and learning. High quality and very effective use of self-evaluation are also features of the outstanding leadership of the language unit. The school's capacity to improve is outstanding.

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

- Improve outcomes in the Early Years Foundation Stage by:
  - increasing the progress children make in understanding calculation, shape, space and measurement
  - ensuring better access between inside and outside for children in Reception.

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

**1**

Pupils are rarely off task in lessons and are exceptionally keen to reach the next level in their work. This highly motivated attitude is evident in a very wide range of subjects, from their impressive enthusiasm in music and topic lessons to their inquisitiveness and enjoyment when a planetarium visited the school. Pupils are very focused on extending their skills, hence the high uptake of after-school clubs and regular dance routine practice during the school day. Outstanding progress was evident for all pupils, including those with special educational needs and/or disabilities, in a science lesson, where they expertly explored how to separate salt from sand, respecting each other's views and very securely understanding the issues by the end of the lesson. There is no significant difference in the progress of pupils who are eligible for free school meals, or between girls and boys. The outstanding progress made by those pupils supported by the language unit was exemplified in one lesson where they made exceptional progress in understanding fractions and were proud to be able to describe the proportions they were holding.

Pupils feel very safe and parents and carers strongly agree that their children are kept safe. Pupils have a very good understanding of how to keep themselves safe

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and watch out for each other. They are confident that their concerns will be dealt with effectively. Pupils’ outstanding behaviour is exemplified by the mature way they conduct themselves. They are quick to help others, holding open doors, helping each other to solve problems and supporting each other with their work, showing very strong social and moral awareness. Pupils have an in-depth understanding of how to keep healthy and they are excited to describe how they have changed their eating and exercise habits and feel healthier as a result.

Pupils’ contribution to the school and wider community is substantial and represents all groups including those with special educational needs and/or disabilities and those in the language unit. Some have worked with designers in London on the new school build, others have entered the Malvern Show with a garden design of their own. They are involved in ‘Fair Trade’ and other charitable initiatives and respond to world-wide issues, including global warming and disasters. They feel very well included in making decisions about the school. Among many contributions to the local community and in response to the summer riots, pupils have recently been working with the local warden to discuss anti-social behaviour and how to address issues facing the local community. This all supports their impressive preparation for the future.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

A significant proportion of lessons are exceptional with fast-paced, inspirational activities and highly skilled teaching to ensure understanding is secure. Rigorous

<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

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preparation, based upon thorough and accurate assessment ensures that all groups make as much progress as possible and that learning is tailored to each individual’s particular needs. There are very effective specialised approaches for pupils with speech and language difficulties and well-targeted support when pupils from the language unit are in mainstream lessons. Lessons are typified by high expectations, skilled encouragement of risk taking, plenty of good humour and very well-organised and effective planning for group and independent working.

The curriculum is having a very positive effect on pupils’ learning and personal skills. Great excitement is created through topics where, for example a spacecraft ‘landed’ on the school field or where a science topic linked with a design and technology project and pupils, with parental involvement, built a raft. This very strongly supports pupils’ spiritual awareness as they learn about the wonders of the world around them. Cross-curricular and highly creative approaches ensure that basic skills are systematically developed, often in a practical context, in all subjects. The school works extremely effectively to enable pupils to really enjoy their learning by developing a wide range of skills to suit their different needs and aptitudes. The high quality, specialist teaching in music and physical education is just one of many examples of provision which supports this aim.

Care, guidance and support are exemplary in every aspect from extensive induction and transition arrangements, to the impressive and very effective support to help pupils who experience particular difficulties. The impact of this work can be seen in above-average attendance and the success all pupils enjoy regardless of their differences, difficulties or barriers to learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher, well supported by the deputy headteacher, has been exceptional in improving the school from satisfactory to outstanding in three years, whilst also successfully providing effective leadership for school improvement in the wider educational community. Very high expectations, with regard to every aspect of school life, has driven a wide range of improvements to teaching, learning, progress and attainment as well as pupils’ personal development. No stone is left unturned. Highly rigorous monitoring and analysis of outcomes for pupils in all subjects and activities and for all relevant groups, ensures that no one is left behind and any issues for improvement are swiftly dealt with. The role of leaders at all levels has

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been strengthened substantially and this ensures a highly motivated team approach to embedding initiatives successfully. The governing body brings a wealth of appropriate experience to its role and ensures all statutory requirements are met. The skills of the governing body have improved well recently in evaluating outcomes, providing suitable challenge to the school and in supporting school improvement.

The extremely appreciative response from parents and carers demonstrates just how effective the school is in involving them in their children’s learning and well-being. Parents and carers are a key part of the school community, from regular parent/carer focus groups, to joining pupils in their lessons. Systems for very regularly communicating with parents and carers are outstanding. The school takes a leading role in a number of key partnerships in the community and further afield. Exemplary equal opportunities are based upon a finely detailed understanding of the inclusion and outcomes for all groups, including those in the language unit. There is no evidence of discrimination and even the smallest differences in participation or progress are addressed rapidly. The outstanding effectiveness of safeguarding procedures is recognised by pupils and parents and carers alike. The same detailed attention, evident in all aspects of the school’s work, is applied to ensuring all safeguarding requirements meet the highest standards and are regularly reviewed.

The promotion of community cohesion is good and rapidly improving. The school takes every opportunity to link with others who are different, within school, locally, nationally and further afield. Pupils are extremely respectful and appreciative of others’ differences, have a very good knowledge of other cultures, beliefs and circumstances and contribute very well to these activities.

*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	1
<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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>1</b>



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## Early Years Foundation Stage

Excellent links with parents, carers and pre-school providers ensure that children have a smooth start in Nursery and Reception. This is further strengthened by high quality care and guidance to support and provide for each child individually. Assessment is thorough and enables staff to work as a team, building children’s skills systematically. Children make good progress in all areas of learning, because good teaching and assessment enable them to develop a wide range of skills, particularly in literacy. School leaders have recently identified that, despite making good progress, children do not reach the same levels of attainment in calculation, shape space and measurement that they do in other areas. The Nursery and Reception are happy, busy places where, for example, children show their knowledge of sounds and letters in their writing, feel and describe different textures and run a ‘café’ with real fruit and vegetables. The good interactions between staff and children spark creativity, inspiring children to investigate things for themselves. They show increasing independence and social skills, with most learning how to work individually, dress themselves, share and take turns. The school recognises that access to outside learning is restricted in one Reception class so that those children cannot explore the outdoor environment when they wish. The exceptionally well-developed ‘forest school’ activities do, however, ensure that children have high quality experiences which bring them in close contact with the natural environment. Good, well informed leadership has led to several recent improvements, including the rate of progress which has moved from satisfactory to good since the last inspection.

*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

Parents and carers who returned the questionnaire are overwhelmingly positive about all aspects of the school. They particularly like the way their children enjoy school, how safe their children are, how well they are informed about their children’s progress and how very good the teaching is. Several parents and carers made very positive comments, such as: ‘They have really helped my family progress with their learning,’ and ‘This is a fabulous school.’ The very few comments expressing concerns were regarding a variety of different issues which were taken into account as part of the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Burlish Park 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 175 completed questionnaires by the end of the on-site inspection. In total, there are 463 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	126	72	47	27	1	1	0	0
The school keeps my child safe	122	70	49	28	1	1	0	0
The school informs me about my child’s progress	108	62	65	37	0	0	0	0
My child is making enough progress at this school	118	68	53	30	2	1	0	0
The teaching is good at this school	119	68	55	32	0	0	0	0
The school helps me to support my child’s learning	111	64	59	34	3	2	0	0
The school helps my child to have a healthy lifestyle	101	58	68	39	3	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)	104	60	56	32	1	1	0	0
The school meets my child’s particular needs	95	55	76	44	1	1	0	0
The school deals effectively with unacceptable behaviour	85	49	77	44	5	3	0	0
The school takes account of my suggestions and concerns	91	52	68	39	5	3	0	0
The school is led and managed effectively	111	64	59	34	1	1	0	0
Overall, I am happy with my child’s experience at this school	127	73	45	26	1	1	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](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.

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.**



24 November 2011

Dear Pupils

### **Inspection of Burlish Park Primary School, Worcestershire, DY13 8LA**

Thank you for being so welcoming during our visit to your school. We very much enjoyed meeting you, joining you for lunch and seeing some of your lessons. Yours is an outstanding school with many exciting things going on, just as you described. Your headteacher and the other adults who run your school make sure that your work gets better and better. Highly skilful teaching helps you to make outstanding progress and do very well in all your subjects. It is heartening to see the way you really enjoy your learning and always try to do your very best. You explained that your teachers are very caring and always listen to you. They are especially skilled at helping you to aim high and reach your goals.

To help the school to improve even more, we have asked your teachers to see that the children in Reception and Nursery practise and improve their numeracy skills and to help those in Reception have a better chance to use the outside area. You could all help by sharing your ideas with your teachers about how this could be done.

You show a mature attitude to taking on responsibility and contribute exceptionally well to school life and the community. You were keen to describe how the school keeps you extremely safe and looks after you very well. It is especially impressive to see just how maturely you behave, particularly in the way you value learning so much and like to share your ideas in lessons. It is also good to see just how kind you are to one another and we wish you the very best for the future.

Yours sincerely

Patricia Potheary  
Lead inspector

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