

# Burford Primary School

Priory Lane, Burford, OX18 4SG

**Inspection dates** 11–12 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their differing starting points. Standards have risen since the previous inspection, with the school attaining its best results in recent years in 2012.
- Much of the teaching is at least good and some is outstanding. This makes a telling contribution to how well pupils achieve.
- Pupils play their part in helping the school to be a success. They behave well, demonstrate positive attitudes to learning and contribute much to the life of the school as a community.
- Pupils feel safe in school and their enjoyment of learning is reflected in the above average attendance rates.
- The headteacher has played a pivotal role in driving forward improvements since the last inspection. She is well supported by other leaders and governors who all share a vision for further improvements in teaching and achievement to help take the school to the next level.

### It is not yet an outstanding school because

- Teachers' questioning, the quality of marking and how well pupils assess their own work and that of their classmates are not always consistently of a high standard.
- The partnership and channels of communication between school and home are not always strong enough.
- Middle leaders are not yet skilled enough in rigorously analysing test and assessment data.

## Information about this inspection

- The inspector observed 10 lessons or parts of lessons. A number of these were joint observations with the headteacher. All teachers and support staff were observed
- The inspector heard pupils read and looked at a wide range of pupils' books and other samples of their work.
- The inspector looked at numerous school documents, including the school's self-evaluation, school improvement plan, policies, evaluation of teaching files, curriculum information, safeguarding information and a rigorous analysis of the school's test and assessment data relating to pupils' attainment and progress.
- Meetings were held with pupils, members of the school council, the headteacher, senior and middle leaders, members of the governing body, including the present and past chair of governors, and a telephone conversation with a representative from the local authority.
- The inspector considered the 28 responses to the on-line questionnaire (Parent View), spoke individually with several parents during the course of the inspection and discussed the results of the school's own questionnaire to parents with the headteacher.
- The inspector also considered the 11 responses to the staff questionnaire.

## Inspection team

Martin Newell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized school.
- The large majority of pupils are White British, with only a small proportion of pupils from minority ethnic origins.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported through the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, in local authority care or armed service families, is broadly in line with the picture found nationally.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportions of pupils supported at school action plus or who have a statement of special educational need are above the national average.
- The school meets the current government floor standards, which set the minimum expectations for the attainment and progress of pupils.
- The school runs breakfast and after-school clubs which are managed by the governing body.
- There is no alternative provision for pupils.

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

- Improve the quality of all teaching to outstanding to enable all pupils to make rapid and better than good progress, particularly the older pupils, by:
  - ensuring that teachers' questioning is open ended, challenging and constantly encourages pupils to think things through for themselves
  - making sure that the marking of pupils' work is of a consistently high standard across different subjects and makes clear what pupils need to do to improve
  - equipping pupils with the necessary skills to assess their own work and that of their classmates so that they play a more significant role in their own learning.
- Explore and then implement strategies and procedures to strengthen channels of communication between the school and home.
- Provide effective training for middle leaders to equip them with the necessary skills to rigorously analyse test and assessment data so that they can further help to accelerate the progress made by all pupils.

## Inspection judgements

### The achievement of pupils is good

- Standards of attainment are rising at the school at a faster rate than is the case nationally. The school's results at the end of Key Stage 1 and Key Stage 2 in 2012 were its best in recent years. The school has put much effort into improving mathematics. The result is that 2012 attainment improved markedly. Lesson observations, the school's data and samples of pupils' work all indicate this trend in mathematics is set to continue. Significant and sustained improvements in writing have also been accomplished across the school since 2010.
- When children start at the school attainment levels vary and, although they are overall broadly average, they represent a wide ability range. Importantly, children make good progress in the Early Years Foundation Stage because of teaching that recognises how young children learn best. By the time children are ready to start in Year 1, attainment is securely in line with national expectations.
- Attainment at Key Stage 2 is above average overall and continues to improve. Reading and writing are the strongest aspects and mathematics has improved significantly and rapidly.
- Reading skills are developed well and at times very well across the school. By the time pupils leave the school many are accomplished, confident readers. Progress across the school is always at least good, but not yet outstanding in all subjects. This is because teaching particularly, but not exclusively, for the oldest pupils is not consistently at the highest level.
- Disabled pupils and those who have special educational needs achieve well because their needs are quickly identified and well targeted help enables them to make similar progress to their classmates.
- Those pupils known to be eligible for the pupil premium make good progress because the school makes effective use of its funding to provide additional support and enriching learning experiences. As a result, their scores in national tests in English and mathematics are similar and at times better than those achieved by their peers.
- Equally good progress is made by the small number of pupils from different ethnic minority backgrounds. Pupils are supported well and all adults ensure that the individual needs of pupils are catered for in an effective manner.

### The quality of teaching is good

- Across the school, relationships between pupils and adults are typically of a high standard and this helps to make a positive learning environment where pupils thrive.
- In the Early Years Foundation Stage, children learn in an attractive and stimulating environment. Teachers and support staff are quick to capitalise on opportunities to develop children's communication skills. Good use is made of the outdoor area to enhance learning.
- The school's focus on improving achievement in mathematics has reaped rewards. Teachers have been effective at concentrating on the development of pupils' mental agility skills and putting them to use in practical, investigative and problem-solving activities which enthuse the pupils.
- Writing is generally taught well, particularly in Key Stage 1. Pupils are often given writing frames to help them structure their learning so that they write well for a range of audiences and purposes. In an outstanding lesson for Years 1 and 2 pupils, a snappy, humorous, animated introduction about what makes a good writing plan, followed by the outlining of expectations relating to the use of powerful vocabulary, resulted in a highly motivated set of pupils eager to get to work. Work they did, producing writing of a high standard.
- Teaching for younger pupils ensures the pupils get a good grasp of the sounds letters make and pupils readily use a variety of strategies when they come across unfamiliar words or phrases. These skills are built on well and older pupils develop higher order skills such as reading for understanding, alongside an enthusiasm for reading books, plays and poetry.

- Teaching is at its best when learning is active, challenging and there is a high level of questioning that gets pupils to think for themselves. This excellent practice is not prevalent in enough lessons. At times, particularly for the older pupils, questioning is too narrow, does not expect extended answers or misses opportunities to push pupils' thinking or search for further answers and solutions.
- The school has made good strides in improving the quality of marking of pupils' work in English, and increasingly so in mathematics. However, the same quality is not in evidence in all classes across other subjects such as science and humanities. Here, it is not always made clear to pupils what aspects of their work are good or what is needed to improve.
- While the good practice of pupils assessing their own work and that of their peers is established in some classes, it is not uniform across the school. These factors prevent progress from being stronger.
- Disabled pupils and those who have special educational needs, including those on school action, school action plus and with a statement, are taught well. Support staff make an important contribution to how well these pupils achieve academically as well as building up their confidence, self-esteem and readiness to contribute in lessons.
- Pupils known to be eligible for the pupil premium receive additional teaching support and as a result make good strides in their learning across the school.

### **The behaviour and safety of pupils** are good

- Pupils make a positive contribution to how the school functions as a community. They are polite, courteous and older pupils often provide good role models for younger children. Pupils show good levels of respect for adults and this is reciprocated, helping to make an atmosphere in school that is conducive to learning.
- The behaviour of pupils in class and around the school is good. Most pupils readily take responsibility for their own behaviour and are attentive and keen to learn. Just occasionally, this is not the case which is why behaviour and safety are not outstanding.
- Discussions with pupils show that they believe behaviour to be typically good. Many parents agree. Pupils are adamant that bullying of any kind is a rare event and if it was to happen they are confident it would be tackled swiftly and robustly.
- Pupils say that they feel safe in school. They are taught about different forms of bullying and how to deal with it should it occur. Pupils know how to stay safe on the internet, when they are out in their locality and have a good understanding of managing risk.
- Pupils believe that they have a genuine voice in the life of the school and that their views are listened to and respected. A number of pupils are proud to be members of the school council. The council plays an active role in the life of the school by, for example, holding regular meetings, publishing a newspaper, helping to organise fundraising events, purchasing play equipment and, with staff, devising well adhered to playground rules.
- Pupils enjoy coming to school because they say 'learning is fun'. They also enjoy the well attended breakfast and after-school clubs where pupils take part enthusiastically in a range of different activities. Attendance rates at the school are good and there is little persistent absence.

### **The leadership and management** are good

- The headteacher has played an important role in moving the school forward at a good rate since the last inspection. She has been instrumental in leading improvements in teaching and pupil achievement so that they are now good.
- The school has good arrangements in place for the appraisal and performance management of staff. Teachers are held accountable for the progress of the pupils they teach. They are set challenging targets, but are given good levels of support and training to help them provide the quality of teaching needed to make these targets a reality.

- The headteacher leads the drive for checking and evaluating teaching and learning. She is well supported by middle leaders who over the last 14 months have grown in their capacity to bring improvements in teaching through observations, sampling pupils' work and evaluating teachers' planning. The school has accurately identified the need to ensure that their impact increases further by equipping them with the skills to better analyse data to help bring improvement.
- School leaders and managers have a good grasp of the school's strengths and areas for development. Plans are in place to plot a path of improvement for identified priorities with challenging, but achievable, success criteria and timescales. The significant rise in attainment and improvements since the last inspection are evidence of the school's capacity for continued development.
- The curriculum is well planned and meets the needs of pupils. The bringing in of additional teaching experience in areas such as music, design and technology and information and communication technology adds to pupils' learning experiences. Good provision is made for pupils' spiritual, moral, social and cultural development.
- The school is effective at promoting an equality of opportunity that enables all groups of pupils to achieve equally well. Discrimination of any kind is not tolerated.
- The school has established good working relationships with outside agencies and other local schools to help pupils in need of additional support and to improve the learning of all pupils.
- A small number of parents expressed some unease about the quality of working partnership with the school and the channels of communication that are available. The school and governors recognise that they need to address these parental concerns to embed a consistently strong and beneficial partnership.
- The local authority has provided a good level of support, particularly in mathematics, that has proved successful in moving the school forward at a good pace.
- **The governance of the school:**
  - Governors know the school well. They have an astute awareness of what is good about the school while recognising that there is more to be done. Governors understand the improvements in teaching and achievement and how the school's performance compares to other schools nationally. They share other leaders' desire to move the school to the next level. Governors are well informed about appraisal and performance management and play their part in ensuring that there is a close correlation between the quality of teaching and salary progression. The governing body ensures that finances are managed wisely, and understands how the pupil premium is spent and the impact that it has on the achievement of these pupils. Governors regularly attend training courses to broaden their knowledge and expertise and, in doing so, are able to be both challenging and supportive of the headteacher. They ensure that all safeguarding procedures and policies meet statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123014
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	406130

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	107
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Zoey Khan
<b>Headteacher</b>	Mrs Jenny Dyer
<b>Date of previous school inspection</b>	26–27 January 2011
<b>Telephone number</b>	01993 822159
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