

# Burpham Foundation Primary School

Burpham Lane, Guildford, Surrey, GU4 7LZ

**Inspection dates** 26–27 February 2013

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, senior managers and governors have worked effectively to sustain high standards and to secure improvements since the last inspection. They have a clear understanding of what needs to be done to further improve teaching and learning.
- Pupils achieve well in the Early Years Foundation Stage and make good progress as they move up the school. Standards at the end of Year 6 are above national averages.
- Teachers have high expectations of what pupils can achieve. Pupils respond enthusiastically and take a pride in their school and their achievements.
- The school environment is safe and welcoming. Pupils' behaviour is outstanding and they manage their own behaviour well, helping each other to learn.
- The quality of teaching is largely good, with a significant proportion which is outstanding. Teachers plan stimulating and exciting activities and careful monitoring and training help them to improve.

### It is not yet an outstanding school because

- Although most teaching is good and there is much outstanding practice, there are some areas where teaching requires improvement; in some classes, the most able pupils do not have opportunities to use their skills and abilities fully.
- Teachers track individual pupils' progress thoroughly but results are not available in a form which easily allows the progress of groups to be checked accurately.

## Information about this inspection

- Inspectors held meetings with senior and middle managers, other staff, groups of pupils, governors and a representative from the local authority.
- A wide range of documentary evidence was examined, including the school improvement and development plans, records and policies relating to safeguarding, data on pupils' progress and attainment, the school's reports on the quality of teaching and reviews of the school's performance by governors and the local authority.
- Inspectors observed 15 lessons, one of these jointly with the headteacher. Shorter observations took place in lesson times and at break and lunchtime. Groups of pupils met inspectors with their work and talked about the progress they had made. The work of pupils of a range of ages and abilities was sampled.
- Pupils' reading was reviewed by listening to pupils read and by observing phonics (letters and the sounds that they represent) sessions.
- Parents' views were assessed through informal discussions at the start of the school day, the school's own surveys and 79 responses to the online Parent View questionnaire.

## Inspection team

John Worgan, Lead inspector	Additional Inspector
John Collins	Additional Inspector
Victoria Turner	Additional Inspector

## Full report

### Information about this school

- The school is of average size for primary schools.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils eligible for the pupil premium (additional government funding, including for those known to be eligible for free school meals) is well below average.
- The proportions of disabled pupils and those with special educational needs supported at school action, school action plus and with statements of special educational needs are above average.
- The school has specially resourced provision for 10 pupils with special educational needs for speech and language difficulties placed by the local authority.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school does not use alternative provision for its pupils off site.

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

- Improve the proportion of outstanding teaching by:
  - sharing outstanding practice and planning so that lessons are stimulating and exciting, allowing pupils to learn actively and independently
  - ensuring that all pupils and especially the more able are given tasks and challenges which will enable them to reach the highest standards of which they are capable.
- Improve the use of assessment information to ensure that teachers are aware of the progress of different groups and can plan effectively to meet their needs.

## Inspection judgements

### The achievement of pupils is good

- Children enter the school with skills and knowledge typical for their age. They make good and often outstanding progress in the Early Years Foundation Stage, exceeding national expectations by the time they start Year 1.
- In Years 1 and 2, progress accelerates because of good teaching which generally matches activities to pupils' abilities, although some higher ability pupils could reach higher standards. By the end of Year 2, standards are above average in reading, mathematics and writing.
- Standards of reading are high. Pupils make good use of sounds and letters when reading and read widely. They read to inspectors with confidence and pupils spoke enthusiastically about the books they had read. The school's performance in the Year 1 national phonics screening in 2012 was below the national average and, as a result, it has made effective changes to the teaching of phonics. The school's checks, supported by inspection findings, indicate a much improved performance this year.
- Standards at the end of Year 6 are high and have been so for some years. The school's assessments for this year show that this high standard is likely to be sustained. The school rightly identified boys' writing as an area of weakness and has successfully addressed this through an imaginative programme inspiring them to improve their writing.
- Standards in mathematics have been high in the past and remain so this year.
- The progress of disabled pupils and those with special educational needs is checked regularly and they receive appropriate support which helps them to make good progress.
- The few pupils who speak English as an additional language make good progress. They are confident learners.
- The average points scores of the small number of pupils known to be eligible for free school meals show that the gap in attainment in English and Mathematics between these pupils and others is closing. This improvement is because of effective action by the school to provide extra help in learning, including extra support from teaching assistants and from a home-school link worker.
- Pupils in the Language Development Centre make very good progress from a wide range of starting points because of outstanding teaching. The work that they are given is well planned according to their individual learning needs.

### The quality of teaching is good

- Teaching is good and inspectors observed several outstanding lessons. Pupils and parents agree that standards of teaching are high and this was confirmed by inspectors' reviews of work which showed that teaching over time has been consistently good.
- In the Early Years Foundation Stage, children are encouraged to develop their key basic skills from an early age. In an outstanding guided reading session, they were taught to use an index page to find sections in a book, recognising pictures, words and numbers.
- Active, independent learning is a feature of many of the best lessons, but is not consistent in all lessons. In a Year 6 lesson, pupils spoke enthusiastically in French about their preferences for sports, miming appropriate actions.
- Pupils are encouraged to develop their ideas and to investigate. For example in a Year 4 mathematics lesson, pupils looked at various ways of finding answers to a problem and all groups were really challenged by the task.
- Support from teaching assistants is of a very high standard. They work effectively with pupils of lower ability so enabling them to make good progress and to develop confidence.
- Teaching is generally well matched to pupils' abilities but in a few classes more able pupils completed work quickly and were not given challenging tasks to enable them to reach higher

levels.

- Pupils talk enthusiastically about their work and they know how marking helps them to know the levels at which they are working and what they need to do in order to reach the next level.
- The provision for pupils' spiritual, moral and cultural education is strong. The first day of the inspection was a 'Book Day' where pupils and staff came dressed as characters from their favourite book. These activities helped pupils to appreciate the joy of reading and to work together, sharing experiences and ideas.
- Teaching in the Language Development Centre is outstanding because staff have a high level of expertise which enables them to plan stimulating activities that are carefully planned to meet pupils' individual needs.

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

- Pupils' behaviour is polite and considerate; they are courteous to each other and to adults. They have excellent attitudes to learning and take a pride in their school.
- Pupils work together very well in pairs and in groups. Teachers encourage them to listen to and to learn from each other and this has a very positive impact on their progress and attitudes.
- Pupils said that they value the 'family' feel of the school; as one said, 'Everyone looks out for each other.' This was echoed by parents and governors who are keen to preserve this as the school expands.
- Around the school and in the playground, pupils behave sensibly and with great consideration. Older pupils take on responsibility willingly. On 'Book Day', older pupils particularly enjoyed listening to and encouraging the reading of younger ones.
- The pupils spoke highly of the school's behaviour management and said that it is fair. Its more serious levels are seldom used as pupils manage their own behaviour extremely well. The home-school link worker plays a valuable role in working with families where poor behaviour could adversely affect pupils' progress.
- Attendance is consistently high and is monitored carefully to ensure that it remains so.
- Pupils say that staff listen to their views and take account of them. The school council is re-elected annually to ensure that several pupils from each year have experience of serving on it.
- Pupils learn about and respect different cultures. They show respect for other faiths, cultures and opinions. They have a clear understanding of different forms of bullying and understand how to keep themselves safe when using the internet.
- Pupils said that they feel safe and happy in school and are confident of the support of teachers and other adults when they have problems. Parents were particularly complimentary about the headteacher in this respect: 'He's always got time for you and is always striving to make things better', was one comment made to inspectors.

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

- Since the last inspection, a decision has been made to expand the school. Governors and the headteacher are active in planning this and are keen to retain the school's strong community ethos.
- Pupils' progress is monitored carefully and support is provided quickly for those who fall behind so enabling them to catch up. Disabled pupils and those with special educational needs are well supported.
- Teachers, leaders and managers track pupils' progress thoroughly at individual and class levels. However, the school's information is not always used sufficiently well to compare the progress of groups.
- The management of teachers' performance is well organised. Teachers are set clear targets,

based on pupils' progress, their own professional needs and those of the school. Progress on the teachers' pay scale is now linked to pupils' progress. Governors monitor the system effectively.

- Self-evaluation is thorough and constructively critical. The areas for improvement identified at the last inspection have been effectively addressed. Areas of weakness are identified and appropriate action is taken to remedy them, showing the school is capable of doing even better.
  - The range of subjects taught is well planned. Inspectors saw impressive art work and imaginative use of information and communication technology. Pupils said that they particularly enjoyed the practical work which they are doing in science. Good links with local secondary schools have improved the teaching of languages and science.
  - Staff are well trained in child protection issues and offer the highest level of care to pupils. All safeguarding requirements are met. Discrimination is not tolerated and equality of opportunity for different groups is ensured.
  - The school works effectively with other schools and with the local authority to share good practice and to agree on the levels at which pupils are working. The local authority views the school as requiring 'light touch' support.
  - The Language Development Centre is well led and managed with careful assessment of pupils' learning and progress and thorough planning of activities, which enable pupils to make good progress.
  - Leaders and managers use the pupil premium funding effectively to provide extra support from teaching assistants and the home-school link worker.
  - **The governance of the school:**
    - Governors have an excellent understanding of the strengths and weaknesses of the school. They balance their rigorous approach with appropriate support.
    - They have a clear view of the quality of teaching ensuring that staff promotion and increases in salary are linked to the quality of teaching and pupils' progress.
    - They understand the pupils' progress data and use it effectively to monitor performance.
    - The allocation of pupil premium funding and the checking of its use are thorough and are reviewed regularly, so they are sure that eligible pupils make the good progress intended.
    - Governors' skills are used effectively, with appropriate training to keep them up to date. Communication with parents is regular and information gathered is used constructively.
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## 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>	125299
<b>Local authority</b>	Surrey
<b>Inspection number</b>	403575

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Katerina Rose
<b>Headteacher</b>	Paul Goddard
<b>Date of previous school inspection</b>	25 September 2007
<b>Telephone number</b>	01483 572510
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