

Burrington Church of England Controlled Primary School

Burrington, Umberleigh, Devon, EX37 9JG

Inspection dates

19–20 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- Pupils are well taught throughout the school and there is particularly effective teaching for the oldest pupils.
- By Year 6, pupils attain standards that are above those expected in reading, writing and mathematics. They become articulate and have skills in these subjects, and in information and communication technology, that they use very effectively in a range of subjects.
- Pupils' behaviour and attitudes are a major strength. They show respect for and support each other, which allows teachers to divide their time successfully between the wide range of age groups in their class, to the benefit of all.
- The vision and energy of the headteacher, deputy headteacher and the board of directors have driven the school forward over the last two years. Significant improvements have been made very rapidly and successfully. As a result, some aspects of the school are already outstanding and others are poised to be so.
- Pupils say that the 'family feel' of the school makes them feel very safe, secure and valued.
- The widening of the school community through the move to become part of the academy has had a very positive effect, both in developing the quality of teaching and in broadening the opportunities open to pupils.

It is not yet an outstanding school because

- Achievement in writing in Reception and Key Stage 1 is not as good as it is in reading and mathematics, particularly for the more-able pupils.
- Handwriting skills are not taught as effectively as they should be.
- The considerable improvements made in the teaching of younger pupils have not yet had time to make their full impact on these pupils' achievement.
- Despite the school's best efforts, a small minority of parents do not ensure that their child attends school regularly.

Information about this inspection

- The inspector observed teaching and learning in nine lessons, seven of which were joint observations with the headteacher, listened to a group of pupils read and made short visits to other lessons.
- Meetings were held with staff, groups of pupils and two governors (trust directors).
- A range of evidence was reviewed, including: the school's improvement plan; the school's data for tracking pupils' progress; the work pupils were doing in their books; and a range of the school's documentation, including that relating to safeguarding.
- The inspector took into account 15 responses from parents to the online Parent View survey, and eight responses to the staff questionnaire.

Inspection team

Rowena Onions, Lead inspector

Additional Inspector

Full report

Information about this school

- This is much smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium (which is additional government funding for pupils known to be eligible for free school meals, looked after children and children of service families) is below the national average. There are currently no looked after children or children of service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- Almost all the pupils are White British.
- More pupils than average join the school at times other than in to Reception.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in mixed-age classes, with Years 1 and 2 pupils taught with children in the Early Years Foundation Stage. Pupils in Years 3 to 6 are taught in a second class.
- The school converted to become an academy on 1 August 2011. When its predecessor school, Burrington Church of England Controlled Primary School was last inspected by Ofsted, it was judged to be good overall.
- The Chulmleigh Academy Trust is a group of five schools working together. The headteacher took over leadership of this school in September 2011.

What does the school need to do to improve further?

- Raise standards in writing, especially for the more-able pupils, by:
 - putting more emphasis on the development of letter formation and handwriting skills
 - increasing the proportion of pupils attaining higher levels, particularly in Key Stage 1, through improving pupils' ability to write quickly and at greater length.
- Work with a small minority of parents to promote better rates of attendance of their children.

Inspection judgements

The achievement of pupils

is good

- Rates of progress throughout the school have been rising over the last two years. Individual attention enables children in Reception to settle quickly and make good progress, although for some, their progress in early writing is slowed by their inability to form letters quickly and correctly.
- After a period of time when pupils underachieved in Key Stage 1, measures to improve teaching and resources have been successful in promoting more rapid progress. The improvement has been established in reading and mathematics for longer than in writing and pupils' attainment is above the level expected for their age in these two subjects. Improvements in the teaching of phonics (the link between sounds and letters) mean that pupils have the skills and confidence to read new words.
- A legacy of some underachievement in writing means that pupils are not yet attaining as highly as they could by the end of Year 2, although their progress has been rapid this year. These pupils do not yet write with sufficient fluency to attain the higher levels. Pupils' handwriting remains a relatively weak element of their writing development and this is also true of pupils in early Key Stage 2, where a lack of ability to join their writing slows the pace at which they can write.
- The progress made by older pupils has also improved and is now strong. Historical underachievement in Key Stage 1 is compensated for quickly, and high expectations translate into rapid progress in class and over time. Reading standards by the end of Year 6 are high and enable pupils to use their skills quickly and readily, for example, when looking for information about the features of rivers. An emphasis on problem solving in mathematics has had significant impact and most pupils are now attaining higher levels in the subject than the expected Level 4.
- Older pupils are adept in organising their writing according to its purpose and they use a wide and mature vocabulary. This was evident when they were writing high-quality balanced arguments as to whether packed lunches should be banned for health reasons. However, a minor issue with handwriting is still evident for these older pupils because they do not get sufficient opportunity to write in ink, a skill that they will need when they start their secondary education.
- Pupils' skills in information and communication technology are of particular note. By Year 6, they use a wide range of skills, for example building their own websites and using graphics and text to produce a report concerning the activity they undertook to measure the depth of a river.
- The school's emphasis on ensuring that each individual is fully challenged and supported is successful in ensuring that those with a range of additional needs, including disabled pupils and those with special educational needs, make rapid progress over time. Pupils who are eligible for the pupil premium make similar progress and attain as highly as their peers in both English and mathematics. There is particular success in helping pupils who enter the school after Reception to settle and achieve well.

The quality of teaching

is good

- Teaching is at least good throughout the school, and it is already outstanding for the oldest pupils. As a result of well-planned development work, the teaching of younger pupils is strengthening rapidly. Over the last two years, improvements in teaching have been made throughout the school but some initiatives are better established in Key Stage 2 than in Reception and Key Stage 1, where historically there were more issues to address.
- Teachers have high expectations of themselves and their pupils. The very strong relationships that are built mean that pupils strive to meet these expectations, initially to please their teachers and, as they get older, to meet the high expectations they hold for themselves.
- Teachers are careful to ensure that pupils are aware of how well they are doing and how they can improve. A system of target cards, to which both teacher and pupils contribute, is

particularly effective in promoting learning in Key Stage 2. Although the teacher is careful to discuss with each pupil what they need to do to improve in Key Stage 1, marking is not quite as productive because there is a lack of visual reminders of these conversations. The school recognises this and has devised a set of symbols for this purpose. These have not been implemented in full as yet.

- Teachers meet the challenge of organising teaching in the mixed-age classes very well, carefully deploying their time, and that of skilled teaching assistants, to ensure that all age groups receive good amounts of attention. Time is used well, so pupils are productively engaged in work that promotes their learning well.
- High-quality teaching, often by teaching assistants, in targeted intervention activities is particularly powerful in accelerating the progress of pupils with additional needs.
- Teachers strive to make their lessons interesting so that pupils respond positively. Pupils say that the majority of their lessons are fun, so they enjoy being in class. As a result, they work hard and concentrate well.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour and attitudes to learning are a key and impressive factor in promoting their own learning and in supporting that of others. Because they are in classes with three or four age groups, there are times when their teacher's attention has to be given to others in the class. Pupils are outstanding in the way they respond to this, both by getting on with what they have been asked to do and by supporting each other when they can. When pupils are asked to work in mixed-age groups, for example when designing a science experiment, they show great respect for each other's ideas and patience in giving them the opportunity to explain and learn.
- Behaviour is exemplary. During the two days of the inspection, there was virtually no evidence of adults managing pupils' behaviour, because pupils do this for themselves. Pupils new to the school rapidly understand the school's expectations and become 'Burrington children', behaving as well as their new friends.
- Their ability to get on with others is highly developed and is evident in the playground and around the school. Pupils are active in the playground, but show great awareness of others, so that even minor accidents rarely occur. The family ethos of the school is highly appreciated by both pupils and parents. Parents spoken to and those that used the online Parent View were unanimous in saying that the school helps pupils to learn to behave well.
- Pupils report feeling extremely safe and secure in school because adults know them very well and they feel valued and fully supported. They say there is no bullying of any kind, but they know what to do if any should arise. They are very well aware of what they should do to keep themselves safe, both in and out of the school. Parents agree that pupils feel very safe in school.

The leadership and management are outstanding

- A strong, shared vision focuses on making the education provided for the pupils at Burrington increasingly effective. The leadership of this vision comes from the headteacher, the deputy headteacher and the board of directors, but is shared by all staff.
- In the two years since the school became part of the academy trust, there have been major changes in the way the school is led and managed. This transition has been managed smoothly and purposefully. Systems that have been set up are promoting an impressive rate of improvement. Staff have greatly benefited from the widened leadership, which has enabled them to concentrate and prioritise their efforts with considerable effect. It is notable how the staff in this small school have embraced this amount of change and ensured its positive impact.
- Monitoring the effectiveness of the school's work is regular, detailed and accurate. Actions to improve have been well planned and very effective. Staff training is closely linked to the priorities, and performance management is playing a key part in ensuring that the actions planned are carried out successfully in the classroom. As a result, all teaching is now good and a

rapidly increasing proportion is outstanding.

- The curriculum has been radically overhauled and strengthened through the links with the other schools in the trust. Enrichment activities, such as the recent residential experience, play a large part in ensuring that pupils are both interested in, and see the relevance of, what they do in class. Some aspects of curriculum development, such as the teaching of phonics, have stemmed from the school's monitoring. This has ensured both better progress and attainment.
- Pupils' personal development is strong, in part because they respond so positively to the school's ethos and in part because of the way they are encouraged to think for themselves. These factors, together with the school's strong promotion of their spiritual, moral, social and cultural development, play a major role in ensuring pupils' well-being, alongside robust safeguarding procedures. Careful checking of pupils' progress, and the school's strong emphasis on their personal development, are promoting good equality of opportunity and ensuring that there is no discrimination in the school.
- Relationships with parents are very strong and there is overwhelming parental approval for the quality of education provided. Robust and determined efforts have improved attendance successfully, raising attendance from a point when it was unacceptably low to the current position when the majority attend well. However, a small minority of parents do not fully support the school by ensuring the best possible attendance by their child.
- **The governance of the school:**
 - The directors are extremely well organised, which enables them to have detailed knowledge of attainment, progress and the quality of teaching in each of the schools in the trust. They understand how this performance relates to other schools nationally. They visit the schools regularly, and meetings with staff ensure their full knowledge, and provide them with opportunity to both support and challenge each school's leadership. They are very supportive, but are keen to hold the school to account. They are well informed about systems for managing staff performance and the link with pay progression. The directors have ensured that finances, including the way pupil premium funding is spent, are successfully focused on promoting pupils' achievement. The decision to appoint specialists for aspects such as financial and site management has reduced the burden on education staff, allowing them to concentrate on educational provision.

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

Unique reference number	137026
Local authority	Devon
Inspection number	413075

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	5–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Steve Baber
Headteacher	Michael Johnson
Date of previous school inspection	6–7 October 2009
Telephone number	01769 520352
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