

# Burstow Primary School

Whealers Lane, Smallfield, Horley, Surrey, RH6 9PT

**Inspection dates** 26–27 June 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Achievement is not good enough over time despite recent improvements to progress in Key Stage 2.
- Progress in writing does not yet match the good progress seen in reading and mathematics in Years 2 and 6.
- Teaching is not consistently good enough in all year groups to accelerate progress and ensure all pupils are doing as well as each other, regardless of their starting points.
- Work is regularly marked but pupils are not always given the time to follow advice and improve their work.
- Teachers' expectations of what pupils can achieve are not always high enough or shared regularly enough with pupils to ensure pupils always strive to do their best.
- In some lessons, pupils are not involved quickly enough in learning matched to their abilities. Questions are sometimes too general and not aimed at extending pupils' learning and those who show they can do the work are not always moved on quickly to harder things. This can slow their progress.
- Statements pupils use to check they have been successful in their learning are often too wide to challenge or stretch pupils to achieve more.

### The school has the following strengths

- Behaviour is good and at times exemplary. Pupils are known and valued as individuals. They enjoy school and their families are confident that they are happy and feel safe.
- School leaders and governors have successfully taken steps to tackle weakness identified at the last inspection. Consequently boys and girls are now making similar progress given their starting points and increasing numbers of pupils make better than expected progress in their writing.
- Leaders have a good understanding of the schools strengths and weaknesses. They have taken effective action to eradicate inadequate teaching.
- In the Early Years Foundation Stage children make good progress across all areas of learning as a result of good teaching.
- The school's focus on raising achievement has been successful in Years 2 and 6 where pupils make good progress in reading and mathematics.
- Increasingly rigorous teacher assessment shows that more pupils are now making the progress that is expected and growing proportions are making faster progress in all years.

## Information about this inspection

- Inspectors observed 29 lessons or part lessons. They were accompanied by the headteacher or deputy headteacher for all but three of these.
- They observed in all the classes, as well as observing pupils supported in both the school and local authority run 'nurture groups'. They looked at work in pupils' books during their classroom observations and with the headteacher and deputy headteacher scrutinised a range of pupils' work from the Year 3, 4 and 5 classes.
- The inspectors took account of the 41 responses to the online Parent View survey as well as talking to parents and carers informally during the inspection. They took account of a letter received from one parent and held a telephone call with another.
- Inspectors observed teaching in a number of phonics (the sounds that letters make) and group reading sessions. They listened to pupils in Years 2 and 3 read individually and chatted to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons and at various times around the school.
- They spoke with four school governors and a representative of the local authority. They spoke to school staff, including senior and subject leaders. The views of 34 staff who completed the staff questionnaire were also taken into account.
- The school's work was observed and inspectors looked at documentation such as policies, including those relating to safeguarding, behaviour, the school's improvement and development planning as well as information on pupils' progress and attendance figures. They observed playtimes and an assembly, as well as looking at the school's website.

## Inspection team

Jacqueline Marshall, Lead inspector	Additional Inspector
Janet Watson	Additional Inspector
Clementina Olufunke Aina	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school and numbers of pupils are growing.
- The vast majority of pupils come from a White British background. Others are from a range of minority ethnic groups. One tenth of pupils are of Gypsy, Romany or Traveller heritage.
- The proportion of pupils receiving the pupil premium is below average. The pupil premium is extra money given to schools by the government to support pupils in the care of the local authority, known to be eligible for free school meals and those from service families. The school currently has no pupils from service families.
- The proportion of disabled pupils and those who have special educational needs and receive support through school action is average. The proportion being supported through school action plus or who have a statement of special educational needs is below average.
- The proportion of pupils who spend all their primary school years in this school is lower than the national average with a third of pupils joining the school during the Reception classes, Key Stage 1 or Key Stage 2 and at other than expected times.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- The school site houses a local authority run nurture group, The D.E.N., supporting 7 pupils from 4–7 to 'grow socially and emotionally in order to be successful in their education and their relationships with others'. Two pupils from the school currently attend the group.
- The Windmill Children's Centre is situated on the school site and run by the school and governors. It was not part of this inspection.

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

- To consolidate the improvements in teaching so that all is consistently good and even more is outstanding by:
  - quickly moving pupils on to more challenging work in lessons once they have demonstrated their understanding of what is being taught
  - asking questions that challenge pupils to develop a deeper understanding, particularly those who are capable of making more rapid progress than their peers
  - making sure teachers' expectations of what pupils will achieve over time and the quality of their work are always high enough and shared with the pupils.
- Secure good progress in reading, writing and mathematics for all pupils in all year groups by:
  - ensuring the goals pupils have to check they have succeeded in their learning are specific enough to challenge pupils of different abilities
  - actively engaging pupils and involving them in work appropriate to their ability at all times and especially when teachers are talking to the whole class
  - allowing enough time for pupils to read, understand and respond to teachers' marking.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement is not good because not enough pupils, especially in Years 3, 4 and 5 make good progress. Rates of progress vary between classes and subjects, linked to the quality of teaching. As a result, pupils from all backgrounds and including those who have joined the school, disabled pupils and those who have special educational needs do not make consistent increases in their knowledge and understanding. Throughout the school progress in writing, whilst average and improving, does not yet match the good progress seen in reading or mathematics.
- In the past, not enough pupils made the expected gains between Key Stage 1 and 2 and standards were in decline at the end of Key Stage 1. Leaders accurately identified the issue and took actions. Consequently, evidence from the inspection and school records show standards in Key Stage 1 are set to rise this year. Progress is now good, due in part to changes in staffing and leaders securing more consistently good teaching. Pupils have done particularly well in their reading because the teaching of reading, and phonics especially, has been a priority.
- An increased focus on checking how pupils are doing each half term and effective teaching has meant that progress for the current Year 6 has been good this year in reading and mathematics and increasing numbers of pupils have made more progress than previously in writing. However, for some this may still mean they have not made the usual amount of progress expected during Key Stage 2. As a result the trend in attainment currently remains average, though an increasing number of pupils reach the higher level 5, with a few achieving level 6.
- Achievement in all Nursery and Reception classes of the Early Years Foundation Stage is good. Children join the school with variable skills that are generally below age related expectations but leave the Reception classes with levels of communication, language and literacy that are broadly in line with the national average. This is because literacy, especially phonics, is particularly well taught ensuring children have a good start in learning to read and write.
- Pupils taught and supported in both the school and local authority nurture groups make good progress in their social, emotional and academic development compared to their peers and other special educational needs pupils at the school. This is because support in the nurture groups is well-managed and staff know each individuals' needs thoroughly.
- The extra money provided for those pupils eligible for the pupil premium is used to offer these pupils extra support with their learning. In 2012 these pupils were between a year and a year and a half behind their peers in English and mathematics. As a result of more rigorous checks on how well they are doing leaders and teachers have managed to narrow the gap this year.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it does not yet promote consistently good progress across all year groups in the school, although progress for some pupils is accelerating. The school's own evaluation of the quality of teaching shows some in the past has had a negative impact on pupil performance. As a result of leaders actions, teaching has now improved and much seen during the inspection was good, matching the school's own view.
- Pupils enjoy lessons although their concentration and progress dips at times when they are less actively involved. Their progress is most rapid in those lessons where teachers check regularly how well pupils are doing and promptly adapt activities to increase the challenge or provide support where needed.
- Inconsistencies remain especially in the way teachers use their knowledge of what pupils can do to add additional challenge when asking questions or setting the 'success criteria' that the pupils use to check if they have achieved their learning in a lesson. Similarly, teachers sometimes spend too long talking to the whole class without taking account of the different abilities of pupils. Such inconsistencies hinder some pupils' progress whilst others struggle to keep up.
- Positive relationships between staff and pupils keep the pupils focused and generally support

their positive attitudes to learning well. Most parents and carers commented positively on how their children enjoyed school. However, at times, teachers' expectations are not high enough. Pupils say they do not always need to do their best and work in their books does not always reflect the quality they are capable of.

- Pupils' work is regularly marked and often provides advice on how to improve. Comments for those who are struggling with their writing are often clearer in letting pupils know where they went wrong and what to do next. In many classes, opportunities are often missed to give pupils sufficient time to reflect on teachers' comments, especially their writing. As a result, progress is less rapid and the same mistakes reoccur.
- The quality of support from other adults is variable. In some lessons their contribution is highly effective. For example, in one mathematics lesson, pupils struggling with the concept of time were able to correctly use 'to' and 'past' because the adult demonstrated how the clock face and hands work very effectively. Elsewhere a lack of secure subject knowledge means pupils' misconceptions are not always corrected and adults' impact on pupils' learning is diminished.

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

- The school's positive promotion of pupils' spiritual, moral, social and cultural development means pupils get on well together, regardless of their backgrounds or the length of time they have been in the school. Pupils enjoy taking responsibility in their classes and the wider school. The school council is rightly proud of their work on rewriting the school's anti-bullying policy into more child-friendly language.
- Behaviour in lessons and around school is generally good and at times excellent. However, occasionally, when the lesson does not engage pupils sufficiently, their behaviour dips and they become less attentive. Similarly at times they do not take as much care with their work as they know they could.
- Pupils feel safe in school. They know what constitutes bullying and they are confident that any incidences of it occurring are not the norm, as the school's records show. They are confident that staff at the school will help them should any problems occur.
- Anti-bullying advice and guidance on keeping safe, such as when using computers, help pupils have a good knowledge of how to keep themselves safe from harm. Pupils were keen to talk about what they had learnt from the cycling proficiency workshops taking place during the inspection.
- Attendance is average. The school has worked hard to build good relationships with families, especially those of Gypsy, Romany and Traveller heritage, and attendance for many of this group matches their peers. The school actively promotes equality of opportunity and does not tolerate discrimination.

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

- The headteacher, deputy headteacher, governors and other leaders are passionate about their school and the pupils in it. They recognise that progress over time has dipped in recent years and have taken prompt actions to address this. Other staff wholeheartedly support their vision to bring about improvement and make pupils' progress even better.
- Leaders at all levels have an accurate understanding of the school's strengths and what needs to be improved. This year they have focused on improving outcomes in Years 2 and 6 in particular. Across the school they have concentrated on improving the consistency and quality of teaching. Difficult conversations about teaching performance are not shirked when these are necessary.
- Checks on pupils' progress and meetings discussing pupils' progress have become more rigorous, are increasingly holding staff to account more effectively and ensuring equality of opportunity for all groups of pupils so there is no discrimination. However, although teaching is

improving strongly and increased proportions of pupils are making better than expected progress, inconsistencies remain and not all pupils' progress is good. Consequently the school's improvement and development plans reflect leaders' priority to help staff further to secure greater consistency and to perform more outstanding teaching.

- In working with the local authority, they seek expertise and receive good quality support. For example, as a result of effective advice from the Early Years consultant, the Early Years Foundation Stage has improved following a period of change. It is currently well led and both provision and outcomes are good and sometimes outstanding.
  - The additional provision supporting pupils emotional and social needs are well led and managed, catering well for those pupils who use them from Burstow and other Surrey schools.
  - **The governance of the school:**
    - The governing body knows the schools strengths and weaknesses well. Members are able to challenge as well as support school leaders and hold them to account for pupils' achievement. This is because they have sought training from the school and local authority as well as seeking additional external guidance to develop their working knowledge of pupil progress information. This ensures they have an increasingly accurate understanding of how pupils are performing compared with national standards. They understand how targets are set to improve teaching and what the school is doing to reward good teaching and tackle any underperformance. Governors can explain how the pupil premium budget has been planned to accelerate the progress of eligible pupils and ask questions of the school if any fall behind. They make sure that all statutory requirements are met, including safeguarding pupils.
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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>	125292
<b>Local authority</b>	Surrey
<b>Inspection number</b>	412021

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	382
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Peterson
<b>Headteacher</b>	Elaine Hampson
<b>Date of previous school inspection</b>	24–25 November 2009
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