

Burghclere Primary School

Church Lane, Burghclere, Hampshire, RG20 9HT

Inspection dates 4–5 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
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.

- Across the school, pupils mainly make good progress in reading, writing and mathematics given their starting points. Progress is sometimes very good, particularly in reading and in Years 5 and 6.
- Good teaching ensures pupils learn well. Well-organised lessons, effective use of resources and challenging questioning ensure that pupils are fully engaged and achieve well.
- Support staff make a good contribution to the effective learning of small groups and individuals, particularly disabled pupils and those who have special educational needs.
- Effective, determined leadership, including governance, and the commitment of all staff have ensured a strong recovery after a period of decline caused by ongoing staffing issues since the previous inspection.
- Strong, caring relationships ensure pupils behave well and are kind and caring towards each other. They feel very safe in school and know adults will support them if they need it.
- There are very careful checks on pupils' progress so that any pupils falling behind, at any level, are quickly identified and given targeted support so that they achieve to their full ability.

It is not yet an outstanding school because

- Teachers do not give pupils enough opportunities to solve problems in mathematics, nor do they help them enough to learn actively and independently, or to set their own learning goals.
- Leadership in the Early Years Foundation Stage does not provide sufficient challenge and stimulation in outdoor activities, and this slows children's overall progress.
- New initiatives introduced by the leadership team are not yet consistently implemented by all staff.

Information about this inspection

- The inspector observed 11 lessons or part-lessons, of which two were joint observation with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and three other governors, the headteacher and other senior staff. Additionally, a telephone conversation was held with a local authority officer.
- The inspector took account of the 34 responses to the online Parent View survey. The inspector also spoke to several parents and carers when they brought their children to school.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.
- The inspector listened to pupils from Year 2 and Year 6 read.

Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

Full report

Information about this school

- Burghclere is a smaller-than-average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The very large majority of pupils are White British.
- The proportion of pupils eligible for additional funding through the pupil premium, which is additional funding for pupils looked after by the local authority, from armed forces families, or those known to be eligible for free school meals, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in four mixed-age classes – Reception/Year 1, Year 2/3, Year 3/4 and Year 5/6.
- The school has experienced a range of staffing difficulties since the previous inspection. A new headteacher was appointed in January 2012 and a new deputy headteacher in September 2012. The school was supported by an interim headteacher during the headteacher's recent absence.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by ensuring teachers provide:
 - more opportunities for active, independent learning and for pupils to set their own learning goals
 - more opportunities for problem solving in mathematics.
- Improve the outdoor learning environment for children in the Early Years Foundation Stage so that it provides greater challenge and stimulation.
- Increase leadership capacity from good to outstanding by ensuring that new initiatives to raise standards and improve the quality of teaching and learning are consistently implemented by all staff.

Inspection judgements

The achievement of pupils is good

- Attainment is above average in English and mathematics for pupils currently in Year 6. Their progress is mainly good. It has been very good this year.
- Progress across the rest of the school is almost always good, given pupils' starting points. It is very good in reading. Improved tracking enables the school to check quickly on pupils not doing well enough and puts immediate and effective support in place to ensure they catch up. This helps to ensure equality of opportunity and discourages any discrimination.
- Children start school with skills and abilities that are broadly typical for their age. They mainly make good progress due to a clear focus on the teaching of key skills and good relationships.
- Disabled pupils and those who have special educational needs have made good, and sometimes very good, progress this year. This is because they are now quickly identified and monitored by the special educational needs coordinator and inclusion officer, who ensure effective small-group and individual support for them.
- There are a very small proportion of pupils supported through the pupil premium funding, and they perform well. The school uses the funding effectively to provide a range of measures that boosts pupils' confidence and improves their progress in English and mathematics. Their attainment in national tests at the end of Key Stage 2, including their average point score (a method of measuring attainment), has been variable. In 2012, no pupils funded through the pupil premium took the national tests. Current attainment and progress are better than the national average for their group.
- The school ensures pupils achieve very well in reading due to well-planned, daily guided reading sessions that focus well on key skills, regular paired reading, additional small-group and individual teaching and careful assessments.
- The school has worked hard to improve pupils' writing skills so that they are now mainly good. This is due to a strong focus on clear success criteria for pupils' learning in lessons and on regular moderation of work.
- Effective teaching of letters and sounds (phonics) through regular small-group teaching in Reception and Key Stage 1 enabled pupils in Year 1 to attain well above the national average in the 2012 national phonics screening check.
- Although progress in mathematics is good overall, with a good emphasis on match of work and the sequential development of calculation skills, there is not enough emphasis on pupils solving practical problems related to real-life situations, and this slows overall progress.

The quality of teaching is good

- Teaching over time is good and enables pupils to make good progress. Teachers plan well-structured lessons, have good relationships with pupils and make effective use of resources that stimulate and engage pupils well in their learning. For example, in the Year 1/2 class, the school log book was used well to create a sense of history, and in the Year 5/6 class, computers were used for research into the lives of Ancient Greeks.
- Teachers plan well for guided reading. They make sure that the activities are relevant and interesting, and pupils record their learning in their reading journals, which are carefully marked. This ensures pupils learn well.
- Teachers make good use of pupils' information and communication technology skills. For example, in the Year 3/4 class, pupils used the 'motion moviemaker' programme to make animated hamster stories.
- There is much evidence of effective marking, clear targets and setting next steps for pupils' learning. However, there is limited evidence of pupils setting their own goals for their learning, and this limits their ownership of improving their work.

- Pupils speak very positively about their teachers, and say they enjoy lessons because they are lots of fun and challenge them.
- Most lessons are teacher led and, although pupils learn well, they are not always sufficiently active or independent in their learning, and so their potential is not always fully explored or challenged.
- Effective use of teaching assistants ensures they make a valuable contribution to pupils' learning, particularly disabled pupils and those with special educational needs, and those for whom the pupil premium applies. Due to effective training, they also make a good contribution to teaching groups in daily sounds and letters lessons.
- Children in the Reception class make good progress in key areas through effective adult-led sessions, good ongoing assessment and clear targets for their learning. However, the outdoor learning environment does not provide sufficient challenge or stimulation, and this slows overall progress.
- Homework is used well to support pupils' learning in school. It is linked well to the topics pupils are studying, as well as focusing on their reading, spelling and tables.

The behaviour and safety of pupils are good

- Pupils' behaviour is good in lessons and around the school. There is a friendly atmosphere at all times and pupils get on well together. They say that behaviour has improved this year, but there were some problems last year due to pupils with behaviour difficulties who have now left.
- Pupils are clear about what bullying is and found anti-bullying week helpful. They say that there is no bullying, just occasional unkind words that are quickly sorted out by staff. There are no recorded incidents of bullying or racist behaviour.
- Pupils feel very safe in school and know that there is always someone they can go to if they have any concerns. They are pleased that they can share any concerns through using the 'worry box' or talking things through in circle time, if necessary.
- Pupils have good attitudes to school, enjoy their learning and are very supportive of each other. They enjoy being school councillors, and are pleased with the playground equipment they have bought, and all pupils enjoy using.
- Attendance is above average, and the school has worked hard and successfully to improve the attendance of persistent absentees.
- The school provides a safe environment for its pupils. Staff ensure pupils develop safety awareness through, for example, cycling proficiency training, talks from the police and fire service, and talks on e-safety. Policies and procedures for behaviour and safeguarding are fully in place.
- All parents and carers who responded to the Parent View survey agree that behaviour is good and their children are safe in school. School staff are also in full agreement. Inspection evidence confirms these views are accurate.

The leadership and management are good

- Clear and determined leadership has ensured a strong focus on continuing improvement. As a result, progress across the school is mainly good, and sometimes very good, and teaching is effective. This indicates that there is capacity for further improvement.
- Subject and aspect leaders, although fairly new, have been well supported to ensure they take full responsibility for their areas of responsibility. A clear focus on key improvement areas and their responsibilities within this is securing good improvement.
- School self-evaluation is accurate. The school development plan and subject action plans are clearly set out to ensure key areas are tackled fully, and governors and staff are fully involved in monitoring progress.
- Monitoring of teaching and learning is good and includes external moderation, checks on

teachers' planning, work sampling and 'drop-ins', as well as detailed lesson observations. This ensures that the headteacher and senior leaders have a clear view of teaching quality and what needs to be done to improve it further. Effective feedback to staff helps them to reflect on their teaching and gives them clear guidance on how to improve.

- The process of setting individual and whole-school targets for all staff, and ensuring they are met, is fully in place. Measures of success are specific and ensure accountability from staff.
- Much has been put in place to bring about rapid improvement, but leadership has not ensured that it is consistently implemented by all staff, and this slows overall improvement.
- The curriculum offers many opportunities for pupils to develop their skills through interesting topics which pupils say they enjoy. There is a good range of visits, visitors and after-school clubs that enrich the curriculum well. There is also a strong musical tradition in the school, with individual tuition for many pupils and a school band which plays at local events, including the recent school fair.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are very kind and considerate towards each other and adults, develop key values such as trust and respect, and have a well-developed sense of right and wrong.
- There are good links with parents and carers, who are very supportive of the school and appreciate the fact that their children are very happy and achieve well.
- The school receives good support from the local authority, which has supported it well during a period of significant staffing disruption.
- **The governance of the school:**
 - Governance is strong; supportive and challenging in equal measure. Governors have a good knowledge of the quality of teaching and learning because they are well informed by the headteacher and local authority reports, and regular visits to classes, so they can see for themselves. They make sure that appropriate safeguarding procedures are in place so that pupils and staff are kept safe. They carefully monitor the school's finances, including the pupil premium funding and how effectively it is spent. They have a good knowledge of how well pupils are doing due to the improved tracking that is in place and regular updates from the headteacher. All governors undertake regular training so that they develop their expertise and are fully informed of local and national initiatives. They are involved in setting performance management targets for the headteacher, and have a good knowledge and involvement in the process of setting salary increases for staff.

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	115868
Local authority	Hampshire
Inspection number	413218

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Rosie Ginn
Headteacher	Katrina Haines
Date of previous school inspection	9–10 February 2013
Telephone number	01635 278523
Fax number	01635 278523
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