

Bourton Meadow Academy

Burleigh Piece, Linden Village, Buckingham, MK18 7HX

Inspection dates 4–5 July 2013

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. All groups of pupils, including disabled pupils and those who have special educational needs, make exceptional progress from their starting points.
- Standards in reading, writing and mathematics are well above those found in other schools nationally.
- Teaching is outstanding because it has promoted outstanding achievement for a number of years, and is continuing to improve.
- All teachers teach with great energy and enthusiasm. Mutual respect between teachers and pupils, a clear focus on helping pupils understand what they are supposed to learn and skilful questioning enable pupils to learn rapidly.
- The effective use of assessment data by teachers helps them to make sure that lessons are challenging for pupils, and that they adjust their teaching where pupils show they can do more or need extra help.
- Most, but not all, pupils are increasingly using the comments that teachers write in their books so that they can make the quality of their work even better.
- Behaviour is exemplary throughout the school. Pupils have excellent attitudes to their learning and to each other. They feel completely safe in school and have no concerns about bullying or any disruption to their learning and enjoyment at school.
- School leaders at all levels, including governors, are very skilful, knowledgeable, determined and ambitious. They have the learning and well-being of pupils at the heart of their work and use the much valued support they provide to other schools as a way to continue to improve their own practice.
- Parents, carers and staff recognise the inspirational leadership within the school and have great confidence and pride in the continuing and growing success of the school.
- The school curriculum is broad and balanced and rich with opportunities that excite and motivate pupils. Staff plan the curriculum together to gather the best ideas, and have a focus on attitudes and skills as well as knowledge.
- Spiritual, moral, social and cultural aspects of learning effectively promote the highest levels of pupil achievement and personal development.

Information about this inspection

- Inspectors observed 33 lessons, including seven joint observations with the senior leaders and observations of pupils receiving additional support. In addition, the inspection team examined pupils' work in their books and listened to pupils read.
- Meetings were held with a group of pupils, three governors, including the Chair of the Governing Body, senior and middle leaders, and a representative from the local authority joined a meeting with senior leaders.
- Inspectors took account of the 150 parental responses to the online questionnaire, Parent View, discussions with parents and carers at the beginning of the school day, three letters to the inspection team from parents and carers, and the 50 staff surveys returned to the inspection team.
- Inspectors observed the school's work and looked at documentation, including policies and improvement plans, and documentation relating to staff development, pupils' achievement, teaching, the curriculum, behaviour, attendance and safeguarding.

Inspection team

Mehar Brar, Lead inspector	Additional Inspector
Christopher Church	Additional Inspector
Linda Rowley	Additional Inspector
Tony Instone	Additional Inspector

Full report

Information about this school

- Bourton Meadow Academy is much larger than the average-sized primary school.
- The proportion of girls is average but variable across year groups.
- The proportion of pupils for whom the school receives additional income (the pupil premium) is well below average. This funding provides for looked after children, pupils known to be eligible for free school meals and children of service families.
- Less than a fifth of the pupils, a lower proportion than that found nationally, are from a range of minority ethnic groups. The remaining, and largest group of pupils, are from White backgrounds.
- The proportion of pupils learning English as an additional language is below the national average.
- The proportion of pupils supported by school action is well below average, and the proportion of pupils at school action plus or with a statement of special educational needs is also well below average.
- The school does not send any pupils to be educated off site in other institutions.
- The governing body manages a breakfast club and after-school club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In March 2012, the school converted into an academy school. When last inspected, its predecessor school, Bourton Meadow School, was judged to be outstanding in its overall effectiveness.
- The academy is a National Support School and works collaboratively with other schools providing training and support. The headteacher is a National Leader of Education. The governors are involved in advising and supporting governing bodies of other schools.
- The academy is also an accredited School-Centred Initial Teacher Training Provider (SCITT). It is registered to provide 62 places. The training is provided and organised by the academy. Nineteen partnership schools work alongside the academy to provide placements. The SCITT has been inspected separately, and was judged to be outstanding in every area by Ofsted.
- The academy has recently gained approval to become a Multi-Academy. A bid to open and run a new, one-form entry school in the local town was successful and the new school is due to open in Sept 2014.

What does the school need to do to improve further?

- Ensure more pupils use the comments teachers write in their books to help them improve the quality of their work.

Inspection judgements

The achievement of pupils

is outstanding

- Children join the school nursery with levels of skill and knowledge in line with those expected for their age. As a result of outstanding teaching, pupils of all abilities make rapid progress in all year groups. By the end of Year 6, almost all pupils have reached levels above the national average for English and mathematics, and many more have attained well above these levels. This high standard of achievement has been maintained over a number of years.
- Pupils requiring extra support are identified early and accurately. These pupils benefit from a programme of high-quality and individualised support, with a focus on their social and emotional skills as well as their knowledge and understanding. As a result, disabled pupils and those with special educational needs, pupils supported by pupil premium funding, pupils from minority ethnic groups and those who speak English as an additional language make similarly excellent progress compared to other pupils in the school. There is no difference in the progress made by boys and girls. There is no difference in the attainment of pupils supported by pupil premium and other pupils in school.
- In the Early Years Foundation Stage, children enjoy learning to read and write and are able to develop these skills rapidly due to systematic teaching and the wide range of opportunities to do so. Throughout the school, pupils are able to read books that interest them, so they read extensively at school and at home. Parents, carers and pupils spoke proudly of the way that pupils make excellent progress with these important skills.
- The development of speaking and listening skills is a strength throughout the school. Pupils speak confidently with each other and with adults from a very young age. They use the ideas they speak about to write imaginatively, clearly and accurately. In one lesson observed, for example, pupils evaluated film reviews. In another lesson they wrote from the perspective of different characters in a story.
- Standards in mathematics are exceptionally high and, as with English, have been this way for a number of years. Every opportunity is taken to challenge pupils and by Year 6 many pupils are successfully learning areas of mathematics such as geometry and equations that are usually taught to older children.
- The school has a deeply held commitment to equal opportunities for all the pupils who learn and develop here. Parents, carers and staff rightly believe that their children are given the very best opportunities to learn and to continually extend themselves. Standards are very high and most pupils make excellent progress.

The quality of teaching

is outstanding

- The quality of teaching in the school is outstanding. Staff throughout the school have very high expectations, strong subject knowledge, and very effective relationships with pupils. As a result, over a number of years, most pupils of all abilities and from all backgrounds have made outstanding progress in English and mathematics.
- Pupils preferred to say that they enjoy all their learning rather single out individual activities. Inspectors saw this constant engagement in lessons so that no time is wasted. Classroom learning is supported by outdoor learning, visits, visitors and special event days such as the Business Enterprise Day. There are many opportunities to develop wider skills such as the personal and social skills that pupils need in order to rise to the challenges of learning in school, and beyond school. Staff give their time generously to run the many clubs and activities on offer to pupils, and the clubs are extremely popular with pupils. Specialist teaching of sports, music, information and communication technology and languages ensures that pupils receive the very highest quality teaching.
- Pupils are eager to learn, highly attentive and think deeply about the ideas they are being taught. Teachers involve them in lessons as often as possible. In more than one lesson, for

example, a challenging level of mathematics was being enjoyed by pupils and to increase their confidence with these important ideas, they were given the opportunity to lead parts of the lessons and ask questions of each other.

- Teachers plan the curriculum together. This sharing of ideas ensures that teachers use the most engaging activities to help pupils make the most rapid progress possible. As a result, almost all pupils concentrate for longer, work harder and discuss their ideas to deepen their understanding.
- In the Early Years Foundation Stage, staff know the children's needs very well. Parents and carers are very well informed about how they can work with the school to help their children learn and develop in the best possible ways. As a result, most children quickly become confident learners who are curious and actively involved in learning whether they are playing alone, with other children or learning with adults. Teaching in the Early Years Foundation Stage lays excellent foundations to support the rapid progress the pupils make in the rest of the school.
- Reading and mathematics are taught very well. Learning across the school provides opportunities for pupils to practise and develop reading skills, and use their mathematical knowledge when discussing their work. For example, data handling is a key feature of science lessons as well as mathematics lessons.
- Teachers use very clear learning objectives to help pupils understand what they are supposed to be learning, and discuss their learning with them while they are working to make sure pupils produce their best work. Pupils are increasingly responding to the comments teachers write after marking their books, so that they can improve the quality of their work further but the school recognises the need to ensure all pupils take note of and act upon these comments.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. The inspection team agrees with the views of pupils, parents, carers and staff that behaviour is exemplary throughout the school. This is true in lessons and around all areas of the school. Records of behaviour incidents show that any type of behaviour incident is rare. There has been no reason to exclude any pupil or consider any other serious sanctions.
- Staff throughout the school demonstrate courtesy and respect in all aspects of their work. Pupils greatly value this and reflect it in their own behaviour. Pupils have excellent attitudes to their learning. They discuss their work maturely, starting from a young age, and play with consideration for each other.
- Pupils, parents, carers and staff understand the systems in place to manage behaviour. They believe them to be fair and skilfully implemented. Occasional gentle reminders are all that is required to remind pupils to sustain their best efforts in lessons, and play safely during break times.
- This school is a very harmonious community where everybody believes that the experiences and traditions brought into the school enrich learning. As a result, there are no prejudice-driven incidents in this school of any type.
- All pupils feel safe in this school because this is the way the school operates. Pupils are taught about areas such as internet safety, road safety and dealing with people they do not know. They know how to keep themselves safe, and show concern for the safety and well-being of others. Older pupils, for example, act as mentors for pupils in younger classes, including reading to them and being available for advice.
- The attendance of pupils is well above that seen nationally in other schools. This is because pupils enjoy school and understand its value in preparing them for future learning and success. It also demonstrates the commitment that parents and carers have that their children should take full advantage of the excellent opportunities that the school offers for success in learning and life.

The leadership and management are outstanding

- Leaders at all levels, and staff throughout the school, have an unwavering commitment to the success of the school. They work with great skill and dedication to meet their very high expectations for the success of all pupils in the school. As a result, pupils are prepared extremely well to succeed academically and to become confident and active members of a community. The school has an excellent capacity to continue to improve.
- Parents and carers rightly believe this school to be an outstanding school. They are welcomed into the school, and feel well informed about how well their children are learning and developing. The school involves parents and carers as partners in learning from the very moment their child joins the school, and helps maintain their confidence in the school by providing them with regular and accurate information.
- School systems for the assessment of pupils' learning, planning for their individual needs, and checking that the school is improving are rigorous and accurate. School leaders use their detailed information about each pupil and regular meetings about the progress pupils are making to identify any underachievement early and adjust teaching to ensure the very best progress. The progress that pupils make, and how the school can accelerate this, is central to the work of the school. For example, teachers' targets for improvement are specifically linked to improvements in pupils' progress.
- The spiritual, moral, social and cultural education of the pupils is used to make learning across the curriculum purposeful, and to broaden and deepen pupils' understanding of themselves, other people and our wider world. This includes learning from visitors such as authors and athletes, visits to museums, churches and theatres, fund-raising for charitable causes, taking part in sports competitions and learning musical instruments.
- The school uses its role in supporting other schools and training teachers to continually consider ways in which it can do even better. Staff throughout the school benefit from the high-quality professional development that results from opportunities to develop experienced teachers and those new to the profession. Leaders are able to evaluate their own school more effectively because they ensure that their own practice enables them to bring about real improvements in the schools they are helping.
- The local authority has had very little involvement with this outstanding school.
- **The governance of the school:**
 - Governors are a very skilled and highly effective team. They challenge and support school leaders by, for example, ensuring that financial management is of the highest standard. Their accurate knowledge of strengths and weaknesses in the quality of teaching is based on first-hand visits to the school, comprehensive and clear information provided by the headteacher and an integral involvement with the school development plan. Governors monitor the expenditure of pupil premium funding effectively to ensure its good impact on pupils' progress. Governors scrutinise assessment data, and confirm the impact of all additional support provided for pupils to ensure the very best progress for these pupils. They also ensure that performance management and staff progression are linked to the impact of teaching on pupils' progress. Governors use their wide and up-to-date expertise to provide effective support and advice to other school governing bodies.

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	137939
Local authority	Buckinghamshire
Inspection number	412408

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	685
Appropriate authority	The governing body
Chair	Patrick Fealey
Headteacher	Amanda Taylor-Hopkins
Date of previous school inspection	11–12 February 2010
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