

Burford Primary and Nursery School

Oxclose Lane, Arnold, Nottingham, NG5 6FX

Inspection dates 10–11 December 2013

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- The school has made good progress in raising attainment to average levels since the last inspection. Pupils achieve well, from their below average starting points in English and mathematics.
- Teaching is good with some that is outstanding. The headteacher leads the school well and is supported effectively by a strong team of senior leaders in overseeing the good and improving teaching quality.
- Pupils' behaviour is good and they have a good understanding of how to keep themselves safe.
- The vast majority of parents who responded to the parent questionnaire think well of the school.
- The school has a good knowledge of its performance. Plans to drive further improvement reflect the school's current needs and include challenging targets for the future.
- The children get off to a good start in the Early Years Foundation Stage with the right blend of activities that develop their basic skills and social development well.
- Staff take very good care of the pupils and pupils hold the staff in high regard.
- The governing body is well led and works hard for the school and its pupils.

It is not yet an outstanding school because

- Pupils' mental skills in mathematics are not yet sharp enough and they do not have enough opportunities to investigate number and solve real life problems.
- Pupils' spelling is not always accurate and their creative writing skills are not fully extended.

Information about this inspection

- Nineteen lessons or parts of lessons were observed. All teachers present during the inspection were observed teaching. Two lessons were jointly observed with the headteacher.
- Discussions took place with the headteacher, members of staff, and three governors, including the chair of the governing body. The lead inspector held a telephone conversation with an adviser from the local authority.
- Inspectors observed the teaching of reading and listened to a sample of pupils read.
- Samples of pupils' work were looked at and also information about their progress.
- Inspectors read the school's self-evaluation form and school development plan.
- Records of behaviour and safeguarding documentation were examined.
- The inspectors looked at the 17 responses from parents to the on-line questionnaire, Parent View.
- The views of staff were sought and 11 responded to a written questionnaire which inspectors took into account.

Inspection team

Peter Sudworth, Lead inspector	Additional Inspector
Michael Appleby	Additional Inspector

Full report

Information about this school

- This is a slightly below average-sized primary school. It has a Nursery which the children attend part-time either in the morning or afternoon. They begin after their third birthday. Most transfer to the Reception class.
- The proportion of pupils who leave or join the school at times other than the usual ones is above average.
- The proportion of pupils supported by the pupil premium, which provides additional government funding to be used for pupils who are looked after by the local authority, known to be eligible for free school meals or from service families, is much higher than usually found.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportions supported at school action plus or with a statement of special educational needs is lower than average.
- The proportion of pupils who speak English as an additional language is lower than average.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress.
- Four new members of the teaching staff joined the school in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching in mathematics still further so that all pupils make rapid progress by:
 - developing a scheme for pupils' mental mathematical skills to be taught to different ages and abilities throughout the school
 - providing more opportunities for pupils to investigate number and apply their mathematical skills to solving problems in real life situations
 - deploying teaching assistants to support learning during lesson introductions
 - ensuring that the introductions to mathematics lessons challenge pupils of all abilities, particularly the most able.
- Improve pupils' writing skills by:
 - improving their spelling through regular practice and by reading books more widely so that they can see how complex words are written in different contexts
 - ensuring that pupils learn to spell accurately the words that they use frequently
 - providing more opportunities for pupils to write at length in the different subjects they study.

Inspection judgements

The achievement of pupils is good

- The attainment of many children when they first enter the Nursery class is below those expected of three-year-olds. When beginning the Reception class the overall attainment of four-year-olds below the level expected for their age.
- Good teaching in the Early Years Foundation Stage supports the children's good progress. Their attainment at the end of the last academic year was in line with the national average. The increased attention given to reading and writing activities brought about much improvement on the previous year.
- End of Key Stage 1 assessments have traditionally been below average in reading, writing and mathematics. However, in 2013 pupils' rates of progress increased significantly and attainment was broadly average. The percentages of pupils reaching the higher level (Level 3 for Year 2 pupils) came close to the national picture reflecting good achievement.
- In the 2012 national checks on how well Year 1 pupils know the sounds that letters make (phonics), the proportion of pupils reaching the required standard was below the national figure. The proportion improved significantly in 2013, and was broadly average.
- National test results at the end of Key Stage 2 have improved significantly in the last two years and pupils' attainment is broadly average. The percentages of boys and girls making expected or better than expected progress in reading, writing and mathematics, were higher than seen nationally overall. Although the proportion of pupils who made expected progress in mathematics was higher in 2013 than seen previously, the proportion of pupils who made more than expected progress was slightly lower.
- Disabled pupils and pupils who have special educational needs make similar rates of progress to other pupils due to the good support they receive to help them learn successfully. Rates of progress of pupils entitled to the pupil premium have increased noticeably because of the school's effective actions to close the gap in achievement. The most recent test results indicate that these pupils achieved better than pupils not entitled to the funding.
- Spelling is a weaker aspect of pupils' writing because they do not consistently learn words that they often use but spell wrongly. In some years, pupils do not use books enough to help them see how more complex spellings are written.
- Pupils' mental calculation skills are not as well developed as they could be to support quick thinking and accuracy when solving number problems. Consequently, pupils sometimes take too long to work things out in their heads. This slows their progress.
- Pupils' writing skills develop well overall but the work sampled in books by inspectors shows that not all pupils have enough time to write at length in the different subjects they study. For the most able pupils, this prevents some of them from reaching higher levels.

The quality of teaching is good

- Teaching is good overall and some is outstanding. This results in pupils' good achievement in English and mathematics.
- Well arranged activities in the Early Years Foundation Stage enable the children to become

engrossed in their learning. They make good strides in their social development, and also in other key aspects of learning, such as mathematics and language.

- The teaching of reading is good and enables pupils to develop their skills confidently. The close attention paid to pupils' knowledge of phonics (letters and the sounds they make) enables them to build up words for themselves. For example, in a Year 1 lesson, pupils learned the 'ir' sound and were able to read long words containing these letters. Reading recovery sessions and other targeted work, have a positive impact on helping individuals who have fallen behind in reading, to catch up. The school is working to increase parental support for reading at home.
- Teachers encourage pupils to do their best, praise their efforts and generally manage their learning and behaviour well. Lessons typically proceed briskly and keep the pupils interested and on task. Teachers use modern technology effectively when they introduce lessons to pupils and display the learning content and intentions on a large screen. This visual approach retains the pupils' interest and gets them off to a positive start in lessons.
- Generally good use is made of teaching assistants to support the work of pupils in small groups. In some lessons, however, assistants are not used to best effect during the start of lessons when opportunities are missed to support pupils' learning. Individual teaching assistants' specialist skills are used well, for example to teach Spanish.
- Teachers' marking is up-to-date, accurate, and blends praise and points for improvement with clear examples of what this means. Consequently, pupils use teachers' guidance to improve the quality of their work.
- Pupils know how to be successful because they know what they need to include in their work to meet the purpose of the learning, for example, when they write in a particular style. However, teachers do not give pupils enough opportunities to write longer pieces to practise their skills. Approaches to teaching spelling are not consistent across the school and so the quality and accuracy of pupils' spelling is variable.
- In mathematics lessons, not enough attention is paid to promoting mental agility by practising various ways to calculate speedily and accurately. This results in pupils being too slow in working things out in their heads and hampers more rapid progress.
- The content of the first part of mathematics lessons can be too similar for all the range of abilities so that the most able pupils are not always challenged enough. Some teachers find it difficult to incorporate different levels of work and understanding during the introduction of mathematics lessons to enable the most able pupils to achieve higher levels and reach their full potential.

The behaviour and safety of pupils are good

- Pupils enjoy school and say that behaviour has improved since the time of the last inspection. The school's records support their views. Pupils' good behaviour is a feature of school life that supports their good learning. Occasionally individuals have to be reminded about the correct way to behave.
- Behaviour is good in classes and around the school and discrimination of any form is not tolerated. Pupils are aware of different forms of bullying. They indicate that sometimes bullying does take place but that it is quickly resolved. They feel safe in school and know who to turn to if they have a problem.

- Pupils pay attention in lessons and have good attitudes to their work. They listen well when others are answering questions. They show a good level of maturity when they work in pairs to discuss an idea together. They share such conversations with interest. Pupils cooperate with their teachers enabling lessons to flow smoothly. They try their best and want to do well.
- Pupils have a good understanding of how to keep themselves safe. They know that they must be wary when using the internet. They recognise that they must be very careful when crossing roads and know how to do this safely.
- Pupils are fully involved in the school's decision-making. They undertake duties conscientiously, such as house captains and consult with other members of their house. They enthusiastically take part in out-of-school activities.
- Attendance has been improved and is now above average. Parents say that their children enjoy school.

The leadership and management are good

- The headteacher has managed the staff changes positively and used the opportunity to strengthen the school's provision, particularly teaching standards. Teachers with responsibilities have developed their roles well and contribute to the good and improving quality of teaching and learning.
- The school has a clear understanding of strengths and areas for development and self-evaluation is accurate. The school development plan is focused on the right priorities. A good range of actions has been drawn up to develop the school further. They are linked to statements of how successful different initiatives have been at particular stages of the year and link to challenging targets for the future.
- The senior leadership team has a clear agenda for its regular weekly meetings, including a major focus on pupils' progress and attainment. Senior staff make use of a good range of strategies when they review teaching and learning across the school, including a thorough examination of samples of work. Teachers also work in pairs and observe each other's practice and this is proving beneficial in driving forward improvements.
- Arrangements to review the performance of staff are well established but they do not yet extend to staff other than teachers and teaching assistants. Targets set for individual staff are clearly stated as are the means to measure the degree of success. They are linked to the 'Teachers' Standards' and there is to be a link to pay for successfully meeting them.
- The school uses its pupil premium funding to good effect in acquiring more staff, for example for 'Reading Recovery' and to provide specific tuition for individuals and small groups. This results in these pupils making up lost ground quickly and making better progress than their counterparts nationally and in school.
- The school has not yet received its sports fund grant but has well developed plans to spend it on specialist coaches to extend the range of extra school sporting activities and to work alongside staff to help them in the teaching of physical education. A useful start has already been made on this programme.
- The local authority works well with the school to support its development. This includes support

for newly qualified staff and advisory work to support the teaching of literacy and numeracy. Good links with other local schools facilitate joint staff training.

- The curriculum is broad in range and good attention is given to providing all pupils with equal opportunities. For example, all pupils have the opportunity to go on a residential visit. It places a good emphasis on basic skills but mental calculation does not receive enough attention, nor the investigation of number, through problem-solving. Pupils' spiritual, moral, social and cultural development is well promoted.
- The school works hard to engage its parents and with growing success. Some parents do not support their children's learning enough at home, for example hearing their children read regularly.
- **The governance of the school:**
 - The governing body works effectively with the school. Members keep aspects of the school development plan under close review. Their understanding of data enables them to challenge and question the school's performance.
 - Governors have a good understanding of how the grants for pupils entitled to pupil premium funding and sport have been spent and they also know about the positive impact they are already having on these pupils' achievement.
 - They know about performance management requirements, the reviews of staff and how these are arranged and link to pay.
 - Safeguarding arrangements meet requirements. Related policies are clear and practical and support staff in their good work to protect pupils.

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	122429
Local authority	Nottingham
Inspection number	429399

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Rob Denzel
Headteacher	Shaun Farrington
Date of previous school inspection	25 September 2012
Telephone number	0115 9151560
Fax number	0115 9151560
Email address	admin@burford.nottingham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

