

Burnham Copse Primary School

New Church Road, Tadley, Hampshire, RG26 4HN

Inspection dates 11–12 December 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils do not make consistently good progress in Years 1 to 6, particularly in mathematics. Consequently their achievement requires improvement.
- Teachers do not always have high enough expectations of what pupils, particularly the most able, can achieve in lessons.
- Pupils have too few opportunities to respond to marking and feedback. They are not involved enough in assessing their own targets. When teaching is not good, some pupils lose focus and there is some low-level disruption.
- There are too few opportunities for pupils to apply the skills they learn in mathematics across other subjects.
- Improvement plans do not clearly show how actions are to be checked.
- Checks on the quality of teaching are not focused enough on the learning of all groups of pupils.
- Subject leaders have too few opportunities to check the quality of learning in their areas.
- The governing body does not have a clear understanding of the school's information about pupils' attainment and progress.

The school has the following strengths:

- Children have a positive start to their schooling in the Reception class and they make good progress.
- The progress that pupils make in reading through the school is good. The focus on writing is beginning to have an impact and attainment is beginning to rise.
- Leaders and managers have identified the correct areas for improvement and this is beginning to have a positive impact on the quality of teaching and the progress of pupils.
- The school provides many opportunities to enrich pupils' education, such as through trips and extra-curricular clubs.

Information about this inspection

- Inspectors observed 15 lessons taught by 10 different teachers, and held meetings with governors, staff, groups of pupils and a representative from the local authority. Four joint lesson observations were conducted with the acting headteacher.
- Inspectors observed the school's work and looked at planning documents, monitoring records, assessment data and pupils' work.
- Inspectors took account of 28 responses to Parent View (the online questionnaire), together with the school's own survey of parents' and carers' views, and 18 responses to the staff questionnaire.

Inspection team

David Shears, Lead inspector

Additional Inspector

Jacqueline Good

Additional Inspector

Full report

Information about this school

- Burnham Copse is an average-sized primary school.
- The proportion of pupils in receipt of the pupil premium, which is extra government funding for pupils known to be eligible for free school meals, children in local authority care and other groups, is below average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is broadly average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is below average and a very small minority speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast and after-school care club is available for pupils. This is managed by the school and formed part of this inspection.
- A pre-school provision also operates on the school site. This provision is managed externally and so is subject to a separate inspection.
- The current headteacher has been seconded to another local primary school from January 2013 and is leaving Burnham Copse at the end of the present term. An acting headteacher and acting deputy headteacher are currently leading the school.

What does the school need to do to improve further?

- Improve the quality of teaching and raise the achievement of pupils so that both are at least consistently good, particularly in mathematics, by ensuring that:
 - teachers consistently have high expectations of what pupils can achieve in lessons and provide challenging work that matches their different abilities, especially the most able
 - pupils have regular opportunities to respond to marking and feedback
 - pupils are given the chance to take more responsibility for their learning by assessing their own targets
 - skills learnt in mathematics are applied through problem-solving activities and investigations in other subjects.
- Improve the effectiveness of leadership and management by ensuring that:
 - school improvement planning is more specific about how actions to secure improvements are to be monitored and evaluated for their effectiveness
 - checks to assess the quality of teaching, including the use of lesson observations and information about pupils' achievement, are more focused on the quality of learning for all groups of pupils
 - subject leaders have regular opportunities to check the quality of teaching and learning in their areas of responsibility
 - the governing body has a clear understanding of the school's information on attainment and progress.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The progress pupils make in Years 1 to 6 is inconsistent. In some classes it is good while in others it still requires improvement, especially in mathematics. This is particularly true for more-able pupils. For example, in one lesson where teaching was good, when pupils were writing about the Christmas story, more-able pupils had to include a wider range of punctuation in their work. However, more typically, work is not challenging enough; in another lesson more-able pupils were told to write down the mathematical language that related to shape with a definition. These pupils already had a good understanding of this and so learnt nothing new.
- The attainment on entry to the school varies from year to year from below to above typical expectations. Children settle in to the Reception class quickly because of the close links with the pre-school provision and parents and carers. They make good progress in most areas of learning. For example, children were making good progress in learning their initial sounds by pulling an object from a bag, identifying it, sounding the first letter and then writing it on a whiteboard. However, the school recognises that more needs to be done to improve children's mathematical development.
- Overall, children leave the Early Years Foundation Stage at least in line with expectations for their age. By the time they finish Year 2, and again in Year 6, their attainment is still broadly average overall. However, there are signs that attainment is beginning to rise. In reading it was above average in 2013 as a result of a focus on this in the previous year. Attainment in writing is also improving and this is demonstrated through work seen in pupils' books. However, attainment in mathematics is improving at a slower rate.
- The school checks to see that any discrimination is quickly tackled and eliminated. However, its drive to ensure that all pupils have an equal chance to succeed is not yet fully successful, as progress is too inconsistent through the school, especially for the most able.
- The progress of disabled pupils and those who have special educational needs is similar to other pupils which means that it also requires improvement.
- The progress of pupils from minority ethnic groups, including the few pupils with English as an additional language, is similar to that made by other groups overall.
- The progress of pupils who are known to be eligible for extra support through the pupil premium varies between year groups. In 2013 these pupils were working two terms behind their classmates in reading, writing and mathematics. There are signs that these gaps are closing in some year groups currently in the school but this is not consistent.

The quality of teaching

requires improvement

- The quality of teaching varies considerably across the school. This is because teachers do not always have high enough expectations and so at times work is not set at the right level of difficulty for pupils, limiting the progress that they make. This is particularly true of more-able pupils, who are not always given challenging enough work to enable them to reach the higher levels of attainment.
- The quality of support from teaching assistants for disabled pupils and those who have special educational needs is not strong enough to ensure that this group of pupils make good progress overall. While, in some lessons the support enables individual pupils to make good progress, this is not consistent.
- Pupils have targets in literacy and mathematics and these are recorded in the beginning of their books. However, although many know their targets, pupils are not always enthusiastic about reaching them. This is because they are not involved enough in assessing their own targets and engaging with the teacher in setting new ones.
- There are good opportunities for pupils to practise their writing in a variety of other subjects. This is enabling them to make better progress in writing. However, there are not enough

opportunities for pupils to practise their mathematical skills in other subjects, particularly in solving problems and engaging in investigations.

- Pupils have the opportunity to record how well they feel they have done in individual lessons and then teachers follow this up by marking work and giving pupils the next steps in learning. However, this work loses its impact because pupils do not have enough time to read the comments and respond to them. Sometimes this is because the next steps suggested by teachers are not written carefully enough to enable pupils to respond in a practical way.
- Teachers have good subject knowledge. Learning intentions are made clear to pupils and where teaching is best pupils are told how they will know if they have been successful in their learning. Pupils enjoy positive relationships with teachers and with each other.

The behaviour and safety of pupils

requires improvement

- While in lessons most pupils behave well and have positive attitudes to their learning, when teaching is not good some can lose concentration and display some low-level disruptive behaviour. This has a negative impact on the quality of learning.
- When teaching is good, pupils work well together, discussing their learning, and are equally happy to work independently. They listen well and want to do their best.
- Pupils say that behaviour most of the time is good, both around the school and in the playground. They acknowledge that a few pupils find good behaviour difficult and that there is the occasional incident of bullying, but assert that any issues are dealt with appropriately and so they feel safe. They have a clear understanding of what bullying is and know how to keep themselves safe, including when they are using the internet.
- Attendance overall is above the national average. While there have been a few occasions when pupils have been excluded for a fixed period, the number of these exclusions has fallen since the previous inspection.
- Pupils are well cared for in the breakfast and after-school clubs. There is a variety of activities for them to engage in and pupils enjoy the food on offer. There are good opportunities for pupils to develop their social skills.

The leadership and management

require improvement

- Leaders and managers have a clear understanding of the school's strengths and areas for development and an improvement plan identifies actions that need to be taken. However, there is no indication of how these actions are to be checked to see if they have had a positive impact on the progress of pupils.
- Although senior staff regularly observe teaching they do not focus closely enough on the quality of learning and progress of different groups of pupils. As a result, they are not always able to take swift action to make sure that all pupils achieve well.
- Checks made on the quality of teaching are used alongside information about the progress of pupils to make decisions about teachers' pay. The school has devised a clear format to record this information.
- Subject leaders are keen to develop their particular areas of interest. They check how well their subject is planned across the school to ensure the development of skills. However, they have too few opportunities to check the quality of teaching and learning in lessons and so do not have detailed information about pupils' progress in these subjects.
- The roles of senior leaders have changed over the past year. There is a determination to continue making improvements in the school, particularly in improving the quality of teaching and learning. This determination to improve is shared by all staff who work well together as a team. Any pupils at risk of underachieving are now being identified and given extra support to enable them to catch up. As a result reading is becoming a strength and attainment in both

reading and writing is beginning to rise. This is demonstrating the school's capacity for further improvement.

- There are positive relationships with parents and carers, the vast majority of whom are very supportive of the school.
- Leaders care well for pupils and are swift to take action when necessary. The support for pupils with particular needs is good. Safeguarding arrangements meet current government requirements.
- There are many opportunities for enrichment activities in different subjects, as well as residential visits and a wide variety of extra-curricular clubs. In particular there is a good focus on health and well-being within physical education. Plans are in place to extend this good provision using the new sports funding by employing outside coaches to teach rugby alongside staff. This is due to start in January 2014.
- There is a good emphasis on pupils having opportunities to gain a wide variety of experiences and develop a range of skills in different subjects. This includes the promotion of pupils' spiritual, moral, social and cultural development.
- The local authority is providing appropriate support for the school, particularly in supporting the acting headteacher with developing the use of assessment in the school. The local authority is also involved with the impending appointment of the new headteacher next year.
- **The governance of the school:**
 - The governing body is very supportive of the school and governors engage well with staff and parents and carers. The governing body regularly checks on the main areas for development through visits to school, such as being involved in talking to pupils about their reading. Members are well informed of the pupil premium funding and the impact this is having on these pupils. The school is working to improve the information given to the governing body about the performance management of staff. The governing body does not have a good understanding of the school's information about the progress and attainment of pupils. This means that it does not have a clear enough view about the overall effectiveness of the school.

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	131516
Local authority	Hampshire
Inspection number	427329

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	243
Appropriate authority	The governing body
Chair	Penny Waterfield
Headteacher	Lyn Downes
Acting headteacher	Alison Armstrong
Date of previous school inspection	16–17 March 2011
Telephone number	0118 9814498
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