

Burrington Church of England Voluntary Aided Primary School

Burrington, Bristol, BS40 7AD

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' behaviour is exemplary. Pupils are safe, take very good care of each other and have very positive attitudes to their learning.
- Pupils make very good progress in English. Rates of progress in mathematics are improving.
- Children make a secure start in the Early Years Foundation Stage. By the end of Year 6 pupils attain higher than average standards in English and mathematics.
- Teaching is consistently good. Teachers ensure pupils learn the skills they need and challenge them to do their best.
- The headteacher is very effective. She is well supported by staff and governors. Working together they have successfully brought about numerous improvements at the school.
- The governing body holds the school to account for the outcomes pupils achieve. Governors understand the school's strengths and weaknesses.

It is not yet an outstanding school because:

- Pupils do not make the same rate of progress in mathematics as they do in reading and writing.
- Teachers' marking of mathematics does not focus enough on enabling pupils to make good progress.
- Leaders have not ensured that the teaching of mathematics is as good as the teaching of English.

Information about this inspection

- During the inspection nine lessons and parts of lessons were visited. Two observations were carried out jointly with the headteacher.
- The views of pupils were gathered in lessons, before school and at break times. The inspector also met formally with a group of Key Stage 2 pupils.
- The inspector considered the 10 responses to the staff survey and the 27 responses to Parent View, the online parent questionnaire. He also spoke with parents and carers at the start of the inspection and considered one letter received from a parent or carer.
- A range of documents was scrutinised during the inspection, including information on pupils' current levels of achievement and rates of progress, governing body minutes, the school improvement plan and records relating to safety, attendance, safeguarding and behaviour.
- The inspector looked at work in pupils' books and listened to some Year 1 pupils read.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Phillip Minns, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Burrington is much smaller than the average sized primary school.
- The majority of pupils come from White British backgrounds.
- The proportion of pupils supported by the pupil premium, which is additional funding given to the school by the government for certain groups, including those eligible for free school meals, is lower than average.
- The proportion of disabled pupils and those with special educational needs supported at school action is lower than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of mathematics teaching and enable pupils to make good progress by ensuring that:
 - the curriculum provides more opportunities for pupils to use and apply their mathematical skills
 - teachers' marking provides useful information to pupils about the quality of their work and relevant guidance about how it can be improved
 - teaching provides sufficiently challenging activities, particularly in mathematics lessons.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress. Pupils' excellent behaviour makes a significant contribution to the good progress they make. Occasionally, pupils make excellent progress.
- Children enter the school with levels of development that are just above those typically seen for their age. Good teaching in the Early Years Foundation Stage enables children to make good progress in all areas of learning. They leave the Reception class with attainment that is higher than the national average.
- Pupils make very good progress in Years 1 and 2 and achieve standards in reading, writing and mathematics that are considerably higher than the national average. The good teaching pupils receive enables them all to learn well in the subjects taught in Years 3 to 6.
- Pupils make particularly good progress in English, especially in writing. Phonics (the sound that letters make) is taught very well. In the most recent annual screening check, almost all pupils achieved the required level by the end of Year 1.
- A high emphasis is placed on developing the basic skills of English and teachers consistently challenge pupils to extend themselves. Consequently, a high proportion of Key Stage 2 pupils make more than expected progress and achieve standards that are much higher than those achieved nationally.
- Pupils do not make as much progress in mathematics as they do in English. Although pupils' basic skills are well taught, mathematical activities are not always challenging enough to stretch pupils' thinking and enable them to make good progress.
- The school checks the progress all pupils make very closely. Teachers' assessments of pupils' learning are accurate. Consequently, the school quickly identifies gaps in pupils' learning and, when necessary, puts appropriate support in place.
- The most-able pupils make good progress in reading, writing and mathematics. They do particularly well in writing because teachers plan challenging work that extends their knowledge and understanding.
- The school has a very small number of pupils eligible for support from pupil premium funding. This is also the case for the number of disabled pupils and those with special educational needs. The school monitors the progress of all individual pupils very carefully. When pupils are identified as being at risk of falling behind, additional support is quickly put in place. Consequently, there is no significant difference between the performance of the pupils eligible for the pupil premium and other pupils in the school.

The quality of teaching is good

- Teaching is consistently good and pupils' outstanding attitudes to learning contribute well to their rapid pace of learning, particularly in their English work.
- The teaching of reading and writing is very strong. From the moment children arrive in the school they benefit from high-quality teaching that enables them to quickly secure the basic skills they need to read and write. Teachers have very good subject knowledge and high expectations of the work that pupils will achieve. Consequently, progress in reading and writing is very good.
- The assessment of pupils' progress and attainment is accurate and is based on a thorough knowledge of the performance of each pupil.
- The teaching of mathematics is improving, but is not yet as strong as the teaching of reading and writing. Currently, teaching ensures that all pupils have secure skills in mathematics. However, teachers do not always ensure that pupils have sufficiently challenging activities that extend their understanding. Consequently, pupils do not make the same rate of progress in mathematics as they do in English.

- Pupils' work is highly valued by the school and consistently well presented. As a result, high-quality pupils' work is displayed, which celebrates their achievements.
- Teaching assistants are deployed well; they make a positive contribution to the good progress pupils achieve. They have a good understanding of the needs of different pupils and are skilled in questioning pupils carefully to deepen their understanding.
- Teachers mark pupils' work thoroughly and regularly. The marking of English work often provides useful information about what pupils have done well and good suggestions for the next steps in learning. This is not always the case in mathematics. At present, mathematics marking is not of a consistently high standard in all classes. Teachers do not provide the same high-quality feedback as they do for pupils' English work.
- Pupils benefit from a rich range of subjects taught and a wide variety of after-school clubs and activities. Pupils appreciate the range of activities available to them, particularly the sporting opportunities.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. Pupils have high expectations of their own behaviour and believe that the school treats them very fairly. They are clear that the atmosphere of the school enables them to work hard and to do their best.
- Pupils are very aware of the different forms of bullying. Although they say that this type of behaviour is extremely rare they are confident that the school deals well with all types of misbehaviour. Staff report that pupils' behaviour is excellent, as do all the parents and carers who completed the online Parent View questionnaire.
- The school's work to keep pupils safe and secure is outstanding. Pupils have a highly developed awareness of how to keep themselves safe, particularly when using the internet. Governors and senior leaders have a well-organised approach to matters of health and safety. Consequently, pupils describe their school as extremely safe, and staff and parents and carers agree.
- Pupils enjoy coming to school and attendance is above the national average. As a result of the very effective strategies to support and promote good attendance, attendance continues to improve.

The leadership and management are good

- The headteacher is ambitious for the school's success and for the pupils' well-being. She is well supported by other leaders in the school.
- Leadership and management are not yet outstanding because leaders have not ensured that the teaching of mathematics is as good as the teaching of English. While there have been improvements in English that have led to very good progress for pupils, this has not been the case in mathematics.
- Procedures to check the school's performance are robust, as is the monitoring of pupils' progress. The school takes swift action to tackle weaknesses. For example, the recent strengthening of mathematics teaching is showing early signs of improving pupils' progress.
- Teachers' performance is managed well. Teachers are set challenging targets each year for pupils' progress and the development of their own teaching skills. The headteacher uses a range of activities to monitor and evaluate the quality of teaching and provides good quality support and feedback to staff to enable them to improve. Consequently, the quality of teaching is good.
- The sports funding is spent on a range of initiatives and there are clear plans to check the impact on pupils' health and well-being. Pupils value the increased range of sports they can now access. Teachers are being supported to improve their own skills so that the improved focus on sports will continue.
- The school is committed to meeting the needs of all the pupils and equal opportunities are given

a high priority. The school does not tolerate discrimination in any form and there is no difference in the achievement of different groups.

- Safeguarding and child-protection policies and practice meet current requirements.
- The range of subjects taught is stimulating, exciting and takes good account of the pupils' interests. The school makes a strong contribution to pupils' spiritual, moral, social and cultural development and this is highly valued by pupils and parents and carers.
- The local authority's school improvement officer has a good knowledge of the strengths and weaknesses of the school. Regular visits to the school result in reports to the governing body. The headteacher values the support and challenge offered by the local authority and the school's governors value the training opportunities they receive.
- **The governance of the school:**
 - Governors are knowledgeable about the school. The challenge and support they offer school leaders ensures that the school is constantly focused on improvement. Governors make good use of information to understand how well the school is performing in comparison with other schools locally and nationally. They know about the quality of teaching and how the management of teachers' performance is being used to improve it. They use this information to ensure that only good performance is rewarded financially. Governors undertake regular training to maintain their skills and knowledge. Governors also know how the pupil premium funding and primary school sports funding are being spent. They are involved in evaluating the impact of this additional funding. Governors ensure that the budget is well spent and that safeguarding arrangements meet requirements.

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	109240
Local authority	North Somerset
Inspection number	433133

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Julie Jones
Headteacher	Alison Waite
Date of previous school inspection	19 March 2009
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