

Burbage Primary School

Cavendish Avenue, Burbage, Buxton, SK17 9AE

Inspection dates 3–4 July 2014

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics and reach standards above those nationally.
- Good teaching means that pupils make good progress from Reception class to Year 6. Most teachers use their good knowledge of what pupils can already do to plan work which challenges and interests their pupils.
- Teachers' feedback to pupils during lessons gives them a good understanding of how to improve their work.
- Pupils are happy in school and committed to their learning across all subjects.
- Pupils behave exceptionally well and their very positive attitudes to their learning help them to make good progress.
- Pupils feel very safe in school. They enjoy their work and bring determination to their learning. The great warmth of relationships across all groups is praised by staff, pupils and most parents.
- The headteacher's commitment to improvement is shared by all staff and governors. This has been effective in improving teaching and raising achievement.
- Governors have undertaken extensive training so that they have become skilled in checking the work of the school and holding staff to account. They plan and budget carefully to maximise the school's strengths and bring about systematic improvement.

It is not yet an outstanding school because

- The good progress in developing teachers' skills in checking what pupils' know, in order to plan high levels of challenge, is not yet consistent across all classes.
- Some pupils are not yet receiving enough feedback in their work to help them to make the highest levels of progress.

Information about this inspection

- Inspectors observed teaching in all classes and visited 18 lessons. They were accompanied by the headteacher in four lessons.
- The inspection team held discussions with pupils, parents, the headteacher, other staff and governors.
- Inspectors took account of the 42 responses to the online questionnaire, Parent View. Thirteen parents who were unable to access the website asked for printed forms and responded to these or sent letters to address the areas in the questionnaire. They also took account of the school's records of parent surveys, and six responses to the staff questionnaire.
- Inspectors listened to pupils read, looked at their work, and had discussions with groups of pupils and individuals about their learning.
- The inspection team checked the school's evaluation of its work, records of achievement, the improvement plan, minutes of governors' meetings, and records of behaviour, attendance and safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

Graham Marshall

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The very large majority of pupils are from White British backgrounds.
- The proportion of pupils eligible for support from the pupil premium (additional government funding for pupils known to be eligible for free school meals and those in the care of the local authority) is below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion of such pupils supported at school action plus or who have a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding so that all pupils make outstanding progress by:
 - ensuring that all teachers check pupils' prior knowledge to help them plan learning activities which challenge all pupils appropriately
 - ensure that the good feedback given to pupils during lessons is followed up in their books by all teachers so that all pupils know how to improve their work.

Inspection judgements

The achievement of pupils is good

- Children join the school with levels of skills and knowledge in line with those typical for their age. In the Reception class exciting and creative activities indoors and outside lead to good progress for most children. Many enter Year 1 with skills and knowledge ahead of what is typical.
- Pupils in Year 1 in 2013 achieved levels below those nationally in the phonics check (letters and the sounds they make). Year 1 pupils are on track to achieve in line with pupils nationally in the phonics screening check this year. This was confirmed in the phonics sessions observed during the inspection, where pupils made good progress.
- In 2013, pupils in Year 2 achieved standards above those nationally in reading, writing and mathematics. This has continued in 2014. Pupils, including the most able, currently in Years 1 and 2 are given work at an appropriate level and make good progress.
- Pupils in Years 3 to 6 continue to make good progress. In 2013, Year 6 pupils reached standards above those nationally in reading, writing and mathematics; those currently in Year 6 are also expected to reach standards above those nationally. Work in their books and in lessons during the inspection confirms these standards, which represent good progress from their starting points. Higher attaining pupils also make good progress towards Level 6 in Year 6.
- Pupils across the school are very excited about reading and read to high standards. They enjoy analysing text, and talking about their books and favourite authors. They understand what they read and are able to use these skills to extend their knowledge in other subjects.
- Numbers of pupils supported by the pupil premium funding are too low to make comparisons of their attainment with that of their peers, but they are making good progress. The pupil premium is used to provide extra, small-group support and give the pupils opportunities to deepen their enjoyment of learning.
- Disabled pupils and those who have special educational needs are achieving as well as their peers. This is because their progress is tracked carefully and their work is well matched to their learning needs.
- The extra primary school sports funding is used to employ a sports coach in school, providing very high quality experiences. Pupils greatly enjoy the extra opportunities during and after the school day, which are improving their fitness and well-being and contributing to staff training.

The quality of teaching is good

- Across the age range, most teachers plan appropriate activities for most pupils because they understand what pupils can already do, though this is not consistent in all classes. Teachers are working hard to ensure that the level of challenge is appropriate for all pupils in all classes, including the most able.
- Teachers' high quality questioning helps them to adapt activities during the lesson so that pupils can develop their skills further. Some teachers provide written feedback in workbooks so that pupils know their next steps and use these to make rapid progress. This is not yet consistent across all classes, but training is planned so that all teachers will develop this area.

- In the Reception class, staff use their observations of what children can do to plan high quality learning activities to move them forward in each area of learning. They adapt activities well as children make progress during lessons so that children develop confidence in their early reading and writing.
- Teachers in all year groups make sure that interesting work and topics motivate pupils well, and they use rewards effectively to make sure that pupils focus on their work and make good progress. During the inspection pupils' response to their work was of such high quality that teachers did not need to use sanctions.
- As pupils move towards higher levels of attainment, teachers set interesting and high-level challenge in analysing text in reading books, and investigations in mathematics. For example, older pupils had to use their mathematical skills and knowledge to work out the surface area of complex shapes, and to develop this into a formula to solve problems. Others had to plan a tour of the country using particular criteria to explore and solve mathematical problems.
- Teaching assistants are well trained and make a good contribution to pupils' learning during lessons and in the many extra support sessions.
- Reading, writing and mathematics skills are developed well across all subjects. For example, in science and religious education, pupils have to explain their learning using various written recording methods.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Their learning is very focused because their behaviour and attitudes make an exceptional contribution to their progress. They are extremely well mannered and respectful to adults and each other. School records indicate that this is the norm.
- Pupils' movement around the school and in the playground reflects their happiness in school. They play very sensibly and work hard and show a determination to learn.
- Older pupils take great pride in helping those in younger age groups and taking care of them on the playground.
- Pupils work together with great enthusiasm for their learning. Older pupils, in particular, are able to support or challenge others confidently to move everyone's learning forward. Pupils greatly enjoy all subjects, and the wide range of clubs and activities offered.
- Staff model expected behaviour and pupils follow this lead, demonstrating very high standards of attitudes and behaviour to others. They value the rewards and sanctions system, which are used alongside the exciting subjects offered to motivate pupils. Pupils, parents and staff who spoke to inspectors were very happy with the way in which behaviour is managed.
- Staff have a determination that everyone will achieve the best possible progress in an atmosphere of warmth and care.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding processes meet statutory requirements and effective policies and practices are followed by all staff, governors and pupils.
- Pupils know how to stay safe outside school. They understand the various forms that bullying

can take, including with the internet and mobile phones. They confirm that bullying is very rare and that any problems are dealt with very effectively by staff.

- Attendance is above average. There are excellent procedures in place to help any pupil who might find it difficult to attend regularly.

The leadership and management are good

- The headteacher and governors have established a drive for excellence and improvement which is shared by all staff. They are rigorous in monitoring and evaluating the work of the school and have brought about many effective changes since the last inspection, and have clear plans for this to continue.
- Senior leaders have worked with subject leaders to develop their skills to monitor progress and plan high-quality training activities. This has ensured that the school has a good capacity at all levels to continue its improvement.
- School self-evaluation focuses on pupils' achievement as the basis for planning for improvement. Judgements about teaching are made against the progress and attainment of pupils of all abilities and this guides teachers' training and development.
- Pupils apply their basic English and mathematics skills to solve problems and to investigate a wide range of themes. The school offers an exciting range of subjects, and pupils have the experience of well-planned visits and visitors to motivate their learning. These include working with a national opera company, performing at the local theatre and taking part in chess tournaments.
- The opportunities for all pupils to be engaged in very high quality sports activities have been extended through the school's effective use of the sports funding grant. It has also extended training opportunities for staff.
- Provision for pupils' spiritual, moral, social and cultural development is good and has a high priority across all subjects. Leaders are very aware of the lack of ethnic diversity represented within the school population. They have ensured that pupils have rich opportunities to explore a wide range of cultures, beliefs and backgrounds and pupils show a high level of respect when they talk about these experiences.
- The commitment towards equal opportunities for all pupils is demonstrated in the good progress made by all groups and the way in which funding is used to make sure that no group is disadvantaged.
- Those parents who spoke to inspectors greatly appreciate the work of the school and the care and support given to their children. Staff and pupils show high expectations and pupils measure themselves against the standards set. Parents are welcomed into the school as partners across a wide range of activities.
- The local authority has given valuable support for improvements in teaching and learning, and the school has engaged in partnerships with other schools in order to share judgements of pupils' achievements and to continue developments in teaching and learning.
- **The governance of the school:**
 - Governors undertake a great deal of training and development to support them in all aspects

of their work and they have greatly improved their effectiveness since the last inspection. They bring a wide range of skills and experience. They are highly committed to ensuring that all children achieve their very best. They use their understanding of data to set ambitious targets for staff performance, including the headteacher, and have rigorous systems so that they check for themselves the progress made, and hold staff to account. As a result, they have a firm grasp of the quality of teaching throughout the school. All judgements are made against pupils' achievement, and governors have policies in place to ensure that teachers' pay and career progression depend on this. Governors are very clear about the progress made since the last inspection and the next steps to move this forward further. They identify appropriate priority areas so that current improvement and development will continue. They build action plans, and check progress against these rigorously against agreed milestones. Finance is monitored carefully, and they make good use of extra funding such as the pupil premium and the additional school sports funding, and monitor the impact carefully. Safeguarding meets statutory 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	112520
Local authority	Derbyshire
Inspection number	431696
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	The governing body
Chair	Claire Duncan
Headteacher	Julie Ward
Date of previous school inspection	17 October 2012
Telephone number	01298 22278
Fax number	01298 22278
Email address	enquiries@burbage.derbyshire.sch.u

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