

Burstow Primary School

Whealers Lane, Smallfield, Horley, Surrey, RH6 9PT

Inspection dates 24 – 25 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The school has made significant and impressive improvement since the previous inspection. This improvement has been particularly rapid in the current school year, following a significant dip in results in 2014.
- Pupils' achievement and behaviour and the standard of teaching have all improved. The areas for improvement in the previous inspection have all been addressed.
- Leadership, including governance is good. The headteacher is determined to raise standards and to secure the best outcomes for all pupils. This determination is shared by staff and is recognised and appreciated by parents and the local authority.
- The quality of teaching is now good. Teachers plan lessons thoroughly and have high expectations, ensuring that pupils make good progress in English and mathematics. Pupils of all abilities and backgrounds achieve well.
- Pupils' achievement is good. From starting points that are below those typical for their age, they make good progress. School assessments show that in all year groups a substantial proportion of pupils exceed expected levels of progress.
- Pupils' behaviour is good. They enjoy school, have positive attitudes to learning and are proud of their work. They are keen to show how they have made progress.
- The early years provision is good. Since the last inspection, the learning environment, both inside and outside, has been improved and is now welcoming and stimulating. Children in the Nursery class and in Reception are well taught and make good progress, preparing them well for the next stage in their education.
- Safety is a high priority. Procedures and policies are followed carefully and pupils learn to keep themselves safe from an early age.

It is not yet an outstanding school because

- Senior and middle leadership is not yet strong because key roles have been taken by the headteacher and need to be distributed more widely to ensure that leadership is stronger in the future.
- The achievement of higher ability pupils, although improving, has not yet reached the highest standards, especially in mathematics.

Information about this inspection

- Inspectors observed pupils' learning in 23 lessons, three attended jointly with the headteacher. They also saw pupils working in small groups and individually with teaching assistants and other adults.
- Discussions took place with the headteacher, senior leaders, and a group of governors, a representative of the local authority, middle leaders, teachers and support staff.
- Inspectors took account of responses to the online Parent View questionnaire. They also had informal discussions with parents and took account of staff questionnaires.
- The school website and a range of policies and documents were reviewed, including the school's improvement plans, governors' records, and safeguarding policies and procedures. Attendance and progress records were also examined.
- Inspectors looked at pupils' work in lessons and discussed it with them. Groups of pupils met inspectors and talked about their work and their experience of school. Samples of books from different groups of pupils were considered. Pupils in Years 2, 3 and 6 read to inspectors and talked about their reading.

Inspection team

John Worgan, Lead inspector	Additional Inspector
Carl McCarthy	Additional Inspector
Parv Qureshi	Additional Inspector

Full report

Information about this school

- Burstow is a larger-than-average primary school, catering for pupils aged from three to 11 years.
- In the last year, there have been substantial changes in leadership. A new headteacher was appointed in September 2014. Three new senior leaders have been appointed and will take up their posts from September 2015.
- In the early years, children who join the Nursery attend full time. There are two full-time Reception classes.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding provided by the government to support pupils who are eligible for school meals and for children who are looked after.
- Just over three quarters of the pupils come from White British backgrounds. The remainder of the pupils come from a wide range of ethnic groups.
- The proportion of disabled pupils and those who have special educational needs is close to the national average.
- The proportion of pupils who speak English as an additional language is below average.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the progress of pupils, especially in mathematics, by:
 - ensuring that they build on their previous experience and skills using and developing them to attempt challenging tasks that will enable them to succeed at higher levels
 - giving them tasks that engage their imagination and help them to develop their problem-solving skills.
- Improve leadership and management by ensuring that:
 - roles and responsibilities in the new leadership structure are clear so that managers are accountable for specific areas of school improvement and the headteacher is able to focus on strategic issues.
 - leaders and managers focus on raising standards further so that improvements in teaching are consolidated and enhanced bringing about an increase in the proportion of outstanding teaching and improved pupils' progress.

Inspection judgements

The leadership and management are good

- The headteacher has placed a high priority on raising achievement and promoting high quality teaching. This has resulted in rapid improvement in achievement in all year groups because of a significant rise in the quality of teaching.
- At senior and middle leadership level, long-term absence and the difficulty of recruitment of suitable staff have meant that the headteacher has taken on extra responsibilities, including those of inclusion manager and special needs co-ordinator. She has performed these roles very effectively and pupils' achievement and progress have benefited greatly.
- Following the headteacher's lead, all staff expect high standards and are determined that pupils achieve well. This is reflected in pupils' high standards of work and pride in their achievement.
- High standards of behaviour are expected. The school's behaviour management system is well understood and is respected by pupils.
- Parents are well informed about their children's progress, and several parents spoke to inspectors about the improvement in standards of achievement and behaviour for learning during the year.
- Information on pupils' progress is collected regularly and analysed carefully so that groups and individual pupils are moved quickly on to the next steps in their education. This information is used to set challenging, yet achievable targets that pupils are aware of and to which they respond enthusiastically.
- Middle leadership is effective. Middle leaders have embraced the ethos of high expectations and improving achievement and have been effective in supporting staff to improve their teaching.
- Teachers' performance is checked carefully. Inadequate teaching is not accepted, and teachers whose performance is less than good have been supported so that the proportion of teaching which requires improvement has been reduced so that almost all teaching is now good or outstanding. Progress through the pay scales is linked to the quality of teaching. Teachers appreciate the way in which leaders and others have worked with them to improve the quality of teaching.
- The funding that the school receives to support disadvantaged pupils is used effectively to support the achievement of these pupils and the gap between their performance and others in the school is narrowing.
- The school has placed a strong emphasis on improving standards of literacy and numeracy. The broader curriculum has been reviewed and engages pupils' interests through themes that build on pupils' own experience. A wide range of clubs and visits, accessible to all pupils, supplements the formal curriculum. Some older pupils felt that they would have been better prepared for secondary education if they had spent more time studying science, languages and computing. The school has implemented the new National Curriculum successfully. It is still in the early stages of adapting its assessment system to the new requirements.'
- Spiritual, moral and social education is good. Pupils are introduced to British values through their topic lessons and have a good awareness of the concept of democracy. They are well prepared for life in modern Britain, with good numeracy and literacy skills as well as considerate and tolerant attitudes.
- Sports premium funding is used very effectively. Coaches from Chelsea football club work alongside teachers, enhancing pupils' experience but also helping teachers to develop their skills in teaching physical education. All pupils have swimming lessons in the summer term, which they greatly enjoy.
- Leaders ensure that there is equality of opportunity. Discrimination of any kind is not tolerated. The few racial incidents that occur are dealt with effectively.
- At the request of the headteacher, the local authority has provided significant support during the last year. This has been focused on improving standards of teaching and has been effective. More recently, the local authority has provided an experienced consultant on a part-time basis to support the headteacher in her management role because of the gaps in the senior leadership. The headteacher has also called in other outside consultants and forged links with outstanding schools. This support has been highly effective in helping the school to raise standards. Local authority representatives now state that the level of support to the school will be reduced, as the capacity to improve has grown.
- Parents are supportive of the school and most who responded to Parent view were positive in their views.
- The arrangements for ensuring the safety of pupils in the school meet statutory requirements. Procedures are effective and staff are well trained in safety matters, ensuring that all pupils are safe and well cared for.
- **The governance of the school:**
 - A review of governance has recently been carried out and has resulted in major changes in the

structure and focus of the governing body. A new chair of governors has been appointed who works effectively with governors and the headteacher, with a clear focus on raising achievement.

- Governors have an appropriate range of skills, and support and challenge the school effectively. They are involved in the school's self-evaluation process and have a clear awareness of strengths and weaknesses.
- Governors now have a clear grasp of data and the way in which it is used to measure performance and to set targets for teachers. They understand the requirements for teaching to be good or outstanding and ensure that teachers are rewarded for teaching well, to standards that are checked carefully.
- Governors consult parents informally and through questionnaires and ensure that parents' views are taken into account.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Attitudes to learning are good and pupils are polite and considerate to each other and to adults.
- In lessons, pupils behave well, working together harmoniously and taking responsibility for their own learning. Pupils say that occasions when their learning is interrupted by poor behaviour are rare. When they occur, they are dealt with swiftly and effectively.
- During breaks between lessons, pupils behave well, moving around the school sensibly. They play together well, showing respect for each other, taking proper care of equipment, and showing respect to the adults who supervise them.
- Attendance is close to the national average. The school checks attendance carefully and responds quickly when a pupil's attendance gives cause for concern. The attendance of pupils from the Traveller community is monitored carefully and appropriate support is offered, consequently their attendance has improved.
- Parents appreciate the change that has taken place this year: as one said, 'The standard of behaviour and teaching have improved dramatically. From a learning point of view I can't find fault with the school'. Some parents were concerned about the pace of change, however, especially changes in staff, one saying: 'They needed to change but perhaps it has been too quick'.
- In the Parent View questionnaire, the majority of parents were positive about standards of behaviour and the care that their children receive.
- Pupils say that staff listen to them and respond to their concerns. They say that they receive support and consideration when they have problems. The school's behaviour management system is respected for its consistency and fairness. Pupils were particularly appreciative of the rewards system and of the reflection room, one saying, 'You can go there to calm down'.

Safety

- The school's work to keep pupils safe and secure is good
- Pupils are aware of how to keep themselves safe and behave safely. From the time they join the school, they are taught to consider others and to use equipment safely and sensibly.
- Bullying is rare. When it does occur, it consists mainly of name-calling and minor disputes that are dealt with swiftly and effectively. Pupils have a good understanding of different forms of bullying and they know how to keep themselves safe when using the internet.
- Safe recruitment procedures are followed meticulously and all staff are trained in safeguarding procedures.

The quality of teaching is good

- The quality of teaching is good and has improved rapidly during the current academic year. As a result, achievement has improved rapidly and pupils now make good progress.

- Teachers' expectations are high and pupils respond well, taking pride in their work. The work in pupils' books is well presented, and a 'book box' in each classroom enables leaders and managers to see how well pupils have progressed since the start of the year.
- The teaching of mathematics has improved significantly and is now good. The subject leader and external consultants have helped teachers to raise the standard of their teaching and to implement the new National Curriculum. Pupils enjoy mathematics and are proud of their achievements. They are encouraged to solve problems for themselves; in one lesson, pupils were investigating the ratio of the circumference of a circle to its radius, deriving 'pi' for themselves.
- The teaching of phonics (letters and the sounds that they make) is good. Pupils are taught to use their skills to read unfamiliar words, and particular attention is paid to developing vocabulary. Pupils read well and enjoy reading. Pupils with weaker reading skills are given extra help individually or in small groups so that they catch up quickly.
- The teaching of writing is good. Inspectors saw excellent examples of extended writing, even by younger pupils. In a Year 2 lesson, pupils were enjoying using thesauruses to find alternative words to enliven their writing. Spelling, punctuation and grammar, taught as a separate lesson, are making a significant contribution to improving standards of writing.
- Marking is of a high standard. Pupils' work is marked thoroughly and a system of stickers is used well by teachers to give pupils specific tasks that take them on to the next step in their learning.
- The pupils' regular homework is checked carefully, helping pupils to improve their progress.
- The work of teaching assistants is generally of good quality. Teaching assistants work with pupils of different abilities, encouraging them to develop skills and to work independently. They are particularly effective in the early years where skilful questioning and good planning help pupils of all abilities to make good progress.
- The teaching of disadvantaged pupils, disabled pupils and those who have special educational needs is of good quality. Teachers check pupils' progress carefully and a range of different types of support is ensuring that these pupils make similar progress to others in the school. Provision is of high quality, including a specialist part-time reading recovery teacher and trained higher-level teaching assistant.

The achievement of pupils is good

- Pupils' achievement is now good and has improved rapidly in the last year. Children join the school with skills and abilities below those typical for their age and make good progress in reading, writing and mathematics.
- Pupils' attainment at the end of Key Stage 1 dipped below the national average in 2014, having been above it in the previous year. Assessments at the end of the current year show that this trend has been reversed and pupils have made rapid progress during the year.
- At Key Stage 2, results were well below the national average in mathematics and in spelling, punctuation and grammar. Leaders and managers responded quickly and effectively, identifying areas of weakness in teaching and giving appropriate support to ensure that standards improved. School assessment data show that these measures have been effective and pupils are now making good progress in these areas.
- The most able pupils are making good progress, especially in reading and writing. In mathematics, although their progress has improved, fewer are yet reaching the higher levels of achievement.
- Pupils' achievement in reading is good. Results in the 2014 Year 1 phonics check were well above the national average and school data confirm that they will continue to be so in 2015. Results in the Key Stage 2 reading test matched the national average in 2014 and progress data show that standards in all year groups are improving.
- Pupils' achievement in writing is good. Key Stage 2 Results in 2014 were slightly below the national average but data for the current year show that the proportion achieving higher levels is increasing. This was confirmed by inspectors' examination of pupils' work, and inspectors saw impressive examples of pupils' writing in all years.
- Achievement in mathematics has improved rapidly. The school has worked very hard to improve the teaching of mathematics and this is reflected in greatly improved progress. Although pupils' progress in all years has improved, the proportion of most able pupils achieving higher levels does not yet match that in other subjects.
- At the end of Key Stage 2, in 2014, the gap between disadvantaged pupils and other pupils, nationally and in the school, was over one year in writing and mathematics and about two terms in reading. The school's current progress data show that gaps between disadvantaged and other pupils are narrowing rapidly in all

year groups. Disadvantaged pupils are now making good progress by comparison with other pupils nationally from their differing starting points.

- Disabled pupils and those who have special educational needs are making good progress. A range of interventions, carefully checked for their effectiveness, ensures that all pupils on the special educational needs register are well catered for.
- The small number of pupils who speak English as an additional language achieve well. Those at an early stage of learning English are well supported so that they catch up quickly and are able to access the full range of subjects.

The early years provision

is good

- Children in the Nursery are taught together with those from the Reception classes. This arrangement is flexible, and older children work well in separate groups for reading, writing and mathematics.
- Children make good progress from their starting points, which are below those expected for their age. Children who join the Nursery make very good progress because of good teaching and careful planning.
- Good teaching ensures that children in the Reception class make good progress in reading, writing and mathematics, so that they are ready for the next stage in their education in Year 1.
- Disabled pupils and those with special educational needs are identified at an early stage and are given extra support to enable them to access the full range of experiences and learning, consequently they make good progress and quickly catch up with other pupils.
- The provision provides children with a rich range of experience across all areas of learning. Imaginative planning ensures that activities are stimulating and enjoyable. Good organisation and questioning ensure that children learn well. During the inspection, activities had a seaside theme. A group of children greatly enjoyed handling fish and shellfish and talking about them, for example, by explaining to an inspector the difference between a prawn and a langoustine. This experience was then used to stimulate drawing and writing of high quality.
- Children have a range of opportunities to develop their reading and writing skills. In the Reception class, pupils were writing postcards about a visit to the seaside, showing that they were able to use complete sentences and imaginative language.
- Adult-led activities, based on a good knowledge of individual children, ensure that they make progress from their different starting points. Expectations are high and children respond well, showing eagerness to learn and good listening skills.
- Children behave well. From the time they enter the school, children learn to show respect for others, responding sensibly to the expectation that they will cooperate when learning and playing together showing respect for others and for adults. Children feel safe and valued.
- Strong partnerships with parents ensure that they are well informed about their children's progress. They are involved in their children's learning through workshops that are well attended and home-school contact books, which are completed daily. In discussion, parents said that the school communicated effectively with them and helped them to support their children's learning.
- Teaching assistants play a key role. They help the children to become confident learners, developing their speaking and listening skills well through encouragement and good questioning techniques.
- Leaders have an accurate understanding of the strengths of the provision and plan carefully for future development. They have improved the outside and inside environment considerably since the last inspection. Their assessment is thorough and detailed and they use it effectively in planning. The early years area is well organised and children are kept safe and secure at all times.

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	125292
Local authority	Surrey
Inspection number	462368

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

Type of school	Primary
School category	Foundation
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Elizabeth Copeland
Headteacher	Rachel Mollett
Date of previous school inspection	26–27 June 2013
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