

# Burlish Park Primary School

Windermere Way, Stourport-on-Severn, Worcestershire DY13 8LA

## Inspection dates

12–13 July 2017

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Inadequate</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is an inadequate school

- Disadvantaged pupils make significantly less progress than other pupils nationally in reading, writing and mathematics in key stage 2.
- Leaders have not stemmed the decline in reading and mathematics standards in key stage 2. As a result, pupils make inadequate progress in these subjects in Years 3 to 6.
- The quality of teaching in key stage 2 is not improving quickly enough in reading and mathematics to remedy this underachievement.
- Year 6 pupils also underachieved substantially in writing in 2016. Results recovered in 2017 to be above average.
- Leaders in the past have not held teachers sufficiently to account for the progress of their pupils. Consequently, underperformance has not been addressed quickly enough.
- Teachers, particularly those in Years 3 to 5, do not ensure that pupils use basic skills, such as spelling, grammar and punctuation, correctly in their work. As a result, many pupils do not write as well as they should.
- Mathematics teaching in key stage 2 does not build effectively on pupils' high standards at the end of key stage 1.
- Teaching does not enable pupils to read well enough by the end of key stage 2, given their high starting points.
- Governors have not evaluated the quality of education rigorously enough. Discussions about the quality of teaching, learning and assessment are held too infrequently to spot that improvements have been too slow.
- Pupils who are eligible for free school meals do not attend school frequently enough.

### The school has the following strengths

- Children in the early years make good progress and achieve well.
- Pupils are taught well in key stage 1. As a result, their outcomes are above average.
- Leaders' actions have improved outcomes for writing at the end of Year 6 and for science in all year groups.
- Leaders have ensured that pupils achieve very well in music, art and physical education.
- Pupils' personal development and welfare are well promoted. Pupils are confident and happy. They behave well and show pride in their work.
- The school ensures that pupils develop strong spiritual, moral, social and cultural awareness.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

### What does the school need to do to improve further?

- Urgently improve outcomes in reading, mathematics and, where needed, in writing by ensuring that:
  - progress for disadvantaged pupils speeds up substantially so that it is close to, or above, that of other pupils nationally
  - all pupils, including pupils who have special educational needs and/or disabilities, make consistently good progress across all classes in Years 3 to 6 and catch up on any lost ground.
- Improve the quality of teaching, learning and assessment by ensuring that all teachers, particularly those in key stage 2:
  - insist that pupils use correct basic skills, such as spelling, grammar, punctuation and presentation, correctly in all their work
  - use correct spelling and grammar themselves so as to set a good example to pupils
  - assess accurately what pupils can do
  - plan lessons that enable pupils to reach appropriate standards for their ages and aptitudes.
- Increase the attendance of pupils who are eligible for free school meals, so that it is in line with the national figure for other pupils.
- Improve leadership and management by ensuring that:
  - senior leaders hold teachers rigorously to account for the performance of all groups of pupils
  - poor teaching is tackled swiftly and effectively
  - checks on the quality of teaching focus rigorously on its impact on pupils' progress
  - governors consider frequently the impact of leaders' actions on the quality of education and hold them to account if improvement is too little or too slow.

A further external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership is inadequate because leaders have not managed to overturn the poor progress made by disadvantaged pupils in key stage 2. This is in spite of the carefully chosen actions that leaders have funded through the pupil premium. Leaders commissioned an independent review of provision for disadvantaged pupils after the poor outcomes of 2016 became apparent. However, the review failed to focus on the causes of pupils' slow progress or what actions were required to bring about improvement. Consequently, the review was of little help to leaders in improving outcomes for disadvantaged pupils.
- Leaders have not successfully tackled weaknesses in the teaching of reading and mathematics in key stage 2, particularly for disadvantaged pupils. This has hindered pupils' progress in recent years. As a result, pupils have underachieved in Years 3 to 6, particularly in reading and mathematics.
- Leaders in the past did not hold teachers rigorously to account for the progress made by their pupils. This is why the quality of teaching declined. Senior leaders observe lessons and identify accurately what improvements are needed. Checks are made to see if the necessary changes have been made. However, this approach has not led to sufficient improvement in the quality of teaching.
- Leaders have not applied systems for managing teachers' pay progression consistently in the past. Some weak teaching has not been challenged speedily enough and, as a result, pupils' progress has been too slow to improve.
- Standards for disadvantaged pupils remain low. Outcomes in reading and mathematics have not improved sufficiently. This is because senior leaders have not focused closely enough on the impact teaching has on pupils' progress throughout the year. Leaders' checks on pupils' progress during the year showed that disadvantaged pupils' achievement continued to be weak. Nevertheless, leaders left it until the end of the year to judge that this was not good enough. This was too late.
- The school's chosen assessment system presents too low a measure of 'good' progress. Therefore, while leaders have accurately analysed information about pupils' progress, they were, until recently, unaware that their expectations were not high enough to achieve the rapid progress necessary across key stage 2. As a result, pupils' attainment at the end of Year 6 remained low this year.
- Middle leaders are able to identify weaknesses in pupils' work accurately. They give teachers helpful advice about how these can be remedied. However, their findings have not translated into better outcomes for pupils because senior leaders have not rigorously held teachers to account for making these improvements.
- Despite the weaknesses in outcomes, leaders at all levels demonstrate the necessary knowledge and skills to bring about the required improvements to the quality of teaching. Leaders at all levels are ambitious for the school to provide the best for its pupils and are aware of where things have not improved enough. Actions taken to tackle some weaknesses have been successful and have led to improved outcomes for pupils. For example, leaders have overturned the decline in writing results. In addition,

pupils' achievement in science has improved as a result of leaders' actions.

- The effective professional development provided by leaders has improved most teachers' skills in teaching writing, in helping pupils overcome emotional barriers to learning and in supporting pupils who have special educational needs and/or disabilities more effectively, particularly in key stage 1.
- Leaders ensure that pupils understand, and adhere to, fundamental British values. Pupils are gaining a knowledge of British institutions. Pupils experience democracy via elections to the school council and the appointment of prefects. Pupils appreciate what tolerance means and demonstrate the respect that underpins it. The school's focus on values effectively supports pupils' spiritual, moral, social and cultural development.
- The school's curriculum provides a breadth of interesting, worthwhile experiences. For example, pupils take part in festivals and events that showcase their skills. A wide range of visits and visitors enthuses pupils and supports their social and cultural awareness. Leaders have modified the curriculum to support pupils' progress in writing more effectively. Pupils appreciate this. Some told inspectors they like the way topics are now based around a book. Leaders' concerted efforts to improve the quantity and quality of science lessons have been successful. Pupils told inspectors they now enjoy this subject.
- Leaders use the primary school physical education (PE) and sport premium very effectively. Expert tuition ensures that PE lessons are of high quality. The school's involvement in the Wyre Forest sports network gives pupils access to a very wide range of activities, festivals, competitions and sporting events. Lunchtime supervisory staff encourage pupils to be active in the playground. Physical activity is planned into mathematics and literacy lessons. A 'Change for life' club and a lunchtime group focus on improving pupils' diets. The school has been awarded a school games gold award for the fifth year running. It has also been awarded the Hereford and Worcester sports premium award.
- The funding received for pupils who have special educational needs and/or disabilities is used well to provide appropriate additional support, therapies and resources to help pupils overcome barriers to their learning.
- The school is a national teaching school. As such, it has provided support to other local schools. This has helped these other schools to improve. The time given to this has limited that available for leaders to monitor the effectiveness of Burlish Park. This is a key reason why leaders have not tackled weak teaching rigorously enough. Leaders withdrew from this work prior to the inspection, as they had identified the negative impact it was having on their school. There has been limited external view or accountability for the school since its previous inspection.

### **Governance of the school**

- Governors have not discussed the quality of teaching, learning and assessment frequently enough this year to spot slow progress until the end of the year.
- The governing body sometimes accepts answers too readily without checking the validity of information provided.

- Governors are not afraid to challenge senior leaders and show the capability to do so by asking pertinent questions on some topics.
- Governors have shown they are prepared to take decisive action where necessary to remedy weaknesses, such as by providing funding when impact can be demonstrated and withdrawing funding when it cannot.
- Governors are reflective about their own effectiveness and are keen to improve their impact on the quality of education.
- The governing body welcomes the recommendation for an external review of its work.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created an ethos where pupils' well-being is of the highest importance. Ample resources are allocated to support pupils' emotional welfare. For example, the investment into the 'Thrive' programme has enabled a substantial number of pupils to develop self-confidence and the resilience needed to be effective learners.
- The designated senior leaders for safeguarding work effectively to ensure that all staff are well trained and kept up to date with relevant information to keep pupils safe.
- When staff spot concerns, they act instantly. The designated leads work quickly and tenaciously to ensure that help is provided where necessary. The pastoral manager works in close partnership with families to support them in overcoming any difficulties they may have which impact on their children's well-being.

## **Quality of teaching, learning and assessment**

### **Inadequate**

- Teaching is judged to be inadequate because it does not lead to pupils making good enough progress from the end of key stage 1 to the end of key stage 2, particularly in reading and mathematics. Similarly, teaching in Years 3 to 6 does not ensure that disadvantaged pupils make adequate progress in reading, writing or mathematics.
- The steady pace of progression inherent in the school's assessment system is too slow. It does not build on pupils' previous success, or help them catch up if needed. Teachers follow this system too rigidly. Some teachers in key stage 2 pay insufficient attention to pupils' work to assess the actual progress made. This means these teachers are not accurately identifying what pupils can do or what they may be struggling with.
- Most teachers in Years 3 to 6 do not teach mathematics effectively. The work in pupils' books shows that teaching does not build their knowledge and skills systematically. Some of the work is too easy. Pupils often use skills they have already learned without having to apply them with a suitable degree of difficulty for their ages and aptitudes.
- Pupils across the school enjoy reading and talk enthusiastically about books. Nevertheless, many make weak progress in improving reading skills across key stage 2. One reason for this is that teaching does not help pupils to develop secure comprehension skills. As a result, some have difficulty understanding what they have read or are unable to confidently infer meaning from the text that is not stated explicitly. This is why too few reach the higher scores in the national reading test for

Year 6.

- Teachers' inconsistent expectations lead to wide variation in pupils' presentation of their work. In some books in key stage 2, pupils' handwriting is very untidy and worksheets are stuck haphazardly on to pages. One pupil told an inspector he enjoys his work but feels unhappy with how his books look. Conversely, many books in key stage 1 are beautifully presented and reflect pupils' great pride in their work.
- Similarly, pupils' inaccurate punctuation is not always corrected in key stage 2. Sometimes, teachers do point out errors to pupils but ignore the same mistake when it is made again. Consequently, many pupils do not improve the use of punctuation in their work sufficiently over time in Years 3 to 6.
- The teaching of writing has improved notably, particularly in key stage 1 and in Year 6. Most pupils in these classes now write at an appropriate standard for their age. However, weaknesses in the teaching of writing remain in Years 3 to 5. A key reason for this is the poor attention paid to pupils' use of correct basic skills. Many of the books seen contain basic spelling errors which were completely unchecked. In several books, the same misspelling is repeatedly ignored, so the error persists. The lack of importance placed on correct spelling is further exacerbated by teachers' own errors when they write comments in pupils' books or in their end-of-year reports.
- Teaching in key stage 1 is effective and leads to good progress for pupils. Teachers and teaching assistants in Years 1 and 2 pay close attention to pupils' learning in lessons, often using questions skilfully to check understanding or to challenge pupils to think more critically. As a result, pupils' knowledge and understanding improve.
- Teachers in Years 1 and 2 give pupils clear feedback, showing them what they have done well and helping them to make further improvements. This helps pupils to overcome difficulties in their learning and extends their skills effectively.
- Teaching in the language unit takes clear account of the specific needs of individual pupils. Pupils achieve well in the unit. Good links are made with relevant additional professionals. Staff also provide good support to class teachers to enable them to help these pupils achieve well in class.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are self-confident, happy learners who are keen to try hard and do well. They are reflective about their work and willing to put in the effort required to improve it where necessary.
- Pupils have the confidence to speak to adults in a friendly, yet entirely courteous, way. During the inspection, several pupils engaged inspectors in entertaining conversations, showing their well-developed sense of humour and sophisticated social skills.
- Staff ensure that pupils are safe. Pupils know about dangers beyond school, such as those associated with online activity. They can explain what they would do to protect themselves when using the internet.

- Pupils report that bullying is not tolerated. All spoken to were confident that it would be sorted out immediately. Some parents are less happy with the school's response to bullying. However, inspectors found that concerns are logged and followed up appropriately.
- The school environment makes a strong contribution to pupils' well-being. Attractive, open spaces for physical activity are balanced with quiet, calm spaces for reflection.

## Behaviour

- The behaviour of pupils requires improvement.
- The reason for this judgement is the continued low attendance of pupils who are eligible for free school meals. This demonstrates limited engagement with school for a notably sized group of pupils and impacts negatively on their outcomes.
- Attendance rates for other pupils are above the national figures. All pupils spoken to said they enjoy school.
- Pupils' conduct is mature, sensible and reliable. This contributes to the smooth running of the school. They respond well to the high expectations set for their behaviour and to the consistent implementation of well-established routines.
- Prefects take genuine responsibility for aspects of school life, such as supervising the smooth return to classrooms from the playground. This was seen in action. From their diverse playing areas around the large school site, key stage 2 pupils lined up, without direct instruction, silently, within one minute.

## Outcomes for pupils

## Inadequate

- Disadvantaged pupils in key stage 2 make inadequate progress from their starting points in reading, writing and mathematics. There has been little improvement. Low overall scores in the key stage 2 national tests are due, in substantial part, to the very low outcomes for disadvantaged pupils. This is why the school's use of the pupil premium funding is judged to be ineffective. Many worthwhile strategies have improved pupils' readiness to learn. Nevertheless, the quality of teaching they receive is not good enough to help them catch up.
- Pupils enter key stage 2 having achieved well in reading, writing and mathematics at the end of key stage 1. As they move through Years 3 to 6, the progress of many is not good enough. This is particularly true in reading and mathematics. Attainment for Year 6 pupils in 2016 and 2017 was too low in these subjects, given the high standards they achieved at the end of key stage 1.
- Attainment in writing has been very uneven in recent years. After the weak outcomes of 2016, leaders took effective action which led to substantial improvement in 2017. As a result, scores in this year's national assessment are above average. Nevertheless, the school's own achievement information shows inconsistencies remain in the rates of progress across key stage 2.
- Pupils who have special educational needs and/or disabilities benefit from the well-targeted support they receive in the language unit, where applicable, and in key stage 1. Nevertheless, their progress in key stage 2 is similar to that of other pupils, so is

insufficient in Years 3 to 6 in reading and mathematics.

- The most able pupils do not attain well enough in reading and mathematics in key stage 2. The proportion who go on to achieve higher scores in the Year 6 tests is lower than it should be, given pupils' starting points. The figure is better in writing, but is still below that seen nationally.
- Pupils' progress in reading is hampered by the fact that they are not taught well enough how to make good sense of a text. While most can decode the words accurately, some cannot grasp the deeper meaning of a text. This is reflected in low scores in the national tests. This means that many pupils are likely to struggle to read effectively in the necessary range of subjects when they transfer to secondary school.
- Pupils do not systematically build mathematical knowledge and understanding to a great enough degree to become proficient mathematicians. As a consequence, few go on to reach the higher scores in national tests.
- While outcomes for writing at the end of Year 6 have improved, there are still weaknesses in pupils' work in Years 3 to 5. Many words are spelled incorrectly. Pupils learn about complex punctuation, appropriate to their ages, but many still fail to use capital letters and full stops correctly by the time they reach Year 5 or Year 6. Much work is untidy in key stage 2. Many pupils' handwriting is poorly formed or difficult to read.
- Pupils in key stage 1 make good progress from the beginning of Year 1 to the end of Year 2. In this year's national assessments, disadvantaged pupils did particularly well, outscoring other pupils nationally. By the time pupils start key stage 2, standards are above average for all groups in reading, writing and mathematics.
- Most Year 1 pupils reach the expected standard in the phonics screening check. However, the figure dropped this year. Leaders have immediately put in place additional support for these pupils to help them catch up. Almost all pupils have reached the expected standard by the end of Year 2.
- Pupils achieve particularly well in creative subjects such as art and music. During the inspection, pupils were observed singing and playing musical instruments to a high standard. The quality of artwork on display was impressive. Science outcomes have improved as a result of improvements to the curriculum and to the quality of teaching in the subject.

### Early years provision

**Good**

- The early years provision gives children a good start to their school career. This is built upon in key stage 1, but not in Years 3 to 6.
- Teachers build a comprehensive picture of what children can do when they start school in the Nursery or Reception classes. This baseline shows a notable proportion of children have some catching up to do in order to be ready to start Year 1. Teachers assess children's development frequently and provide stimulating activities that help them build secure skills. By the time children leave the Reception classes, the proportion who have reached a good level of development is similar to the national figure. This shows good progress overall.



- Disadvantaged children begin to catch up with other children nationally in the early years. The school effectively invests time and resources from the early years pupil premium into helping those who struggle emotionally to adjust to school life. Although some disadvantaged pupils do not reach an overall good level of development by the end of the early years foundation stage, they make good progress in learning to communicate, in handling their feelings and in their personal development.
- Children in the early years quickly learn to behave well. They move purposefully between tasks, cooperate well with one another and sustain concentration on the interesting activities on offer. This prepares them well for more formal schooling as they get older.
- Parents appreciate the many opportunities they have to contribute to their children's education in the early years. Parents are fully involved in initial and ongoing assessments of children's development. They frequently read with their children at home. They willingly take Burlish Bear home or on holiday with their children and write about his adventures in the class book.
- Good leadership of the early years provision has ensured that children are safe, happy, well cared for and achieve well.

## School details

Unique reference number	135040
Local authority	Worcestershire
Inspection number	10032618

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	The governing body
Chair	Suzy Humphries
Headteacher	Lesley Jones
Telephone number	01299 823771
Website	<a href="http://www.burlishparkprimary.worcs.sch.uk/">www.burlishparkprimary.worcs.sch.uk/</a>
Email address	<a href="mailto:office@burlishparkprimary.worcs.sch.uk">office@burlishparkprimary.worcs.sch.uk</a>
Date of previous inspection	22–23 November 2011

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school includes a specialist unit for pupils with speech, language and communication difficulties. This is funded by the local authority.
- Until very recently, the school was the lead school of the Burlish Park Teaching School Alliance. As such, staff from Burlish Park have provided support to other local schools to develop aspects of teaching and learning.
- The headteacher is due to retire at the end of August. The deputy headteacher has been appointed to succeed her. The assistant headteacher has been appointed as deputy headteacher from September.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.

## Information about this inspection

- Inspectors visited all classrooms to talk to pupils, look at their work and observe their learning.
- Inspectors scrutinised closely the work in pupils' English and mathematics books.
- Inspectors met with the headteacher and senior leaders, other school staff, and the chair and other members of the governing body. A telephone conversation was held with a representative of the local authority. Informal discussions were held with pupils in classes and in the playground. A group of pupils accompanied an inspector around the school to look at aspects of the school's work.
- Inspectors spoke informally to parents as they brought their children to school and considered the 135 responses to the online survey, Parent View.
- Inspectors examined a range of documentation, including: leaders' checks on how well the school is doing and their plans for improvement; records of the monitoring of the quality of teaching; the school's information about the attainment and progress of pupils currently in the school; documentation about the work of governors; and records relating to safeguarding, pupils' behaviour and their attendance.

## Inspection team

Sandy Hayes, lead inspector	Her Majesty's Inspector
Chris Bandfield	Ofsted Inspector
Rowena Green	Ofsted Inspector
Linda McGill	Ofsted Inspector
Russell Hinton	Ofsted Inspector

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