

Inspection of Burbage Junior School

Grove Road, Burbage, Hinckley, Leicestershire LE10 2AD

Inspection dates: 2–3 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils are proud of their friendly, caring school. They respect their teachers and appreciate that they make learning fun. Pupils know that staff care about them. This makes them feel safe. They trust teachers to help them when they need it.

Leaders want pupils to be 'the best version of themselves'. They have high ambitions for pupils to achieve well. They want them to be thoughtful citizens and build their resilience. Pupils enjoy learning about different themes. They study exciting things that make them think about the world around them. Many visits, experiences and interesting stories bring learning to life.

Pupils enjoy taking on responsibilities, for example as school councillors and play buddies. They explain their thoughts in a mature and considerate way. They are sensitive to the needs of others. They support others who might otherwise experience prejudice, for example.

Pupils behave very well in the classroom. They think rules are fair and enjoy receiving 'well done' rewards. Pupils say that bullying is rare and that adults are quick to sort it out. They know they sometimes get overexcited at playtime. They are quick to settle when adults remind them.

Pupils achieve well and thrive in this caring school.

What does the school do well and what does it need to do better?

Leaders make sure that all staff understand their high expectations. Staff work well together to meet these. This shared ambition has improved the quality of education throughout the school.

All staff understand the importance of reading. Leaders ensure that teachers have a consistent approach to teaching reading. As they tackle more difficult books and texts, pupils build up a range of complex vocabulary. All teachers read high-quality books to pupils. Pupils are keen to read. Pupils who fall behind in reading get the help they need to catch up quickly.

Teaching in mathematics is well sequenced. Pupils build fluency in number skills and confidence in solving increasingly demanding problems. Pupils are well prepared to take on new learning as they get older.

Teachers work together well across the infant and junior schools. For example, as pupils move into Year 3 teachers ensure that they understand and build on what pupils already know in English and mathematics from Year 2.

Leaders make sure that work in all subjects is interesting for pupils. Pupils are keen to learn. Teachers use resources, such as pictures, video clips and reference books to help pupils learn. They ask questions that encourage discussion and check that

pupils understand what has been taught. For example, pupils remembered the different types of weapons used at different times in history. This knowledge helped them to work out the order of different periods of history.

Leaders have set out clear guidance on what should be taught in most subjects over time. Teachers use this to plan well-sequenced lessons. This will help pupils understand and remember more. In some subjects, the knowledge leaders want pupils to know in each year group is not yet identified in enough detail.

Leaders provide effective training for all staff. Staff have secure subject knowledge. They use this to deliver effective lessons in most subjects. Leaders provide specific training for subject leaders. These leaders are starting to help other teachers to improve their practice, so that pupils achieve the best they can.

Pupils are happy, healthy, thoughtful individuals. They have many opportunities to try new things. These include visits to different places of worship, working with local businesses and organising charity fundraising. Pupils in Year 6 enjoyed an 'art of brilliance' workshop. They found this stimulating and inspiring. Leaders are determined to support pupils' personal development.

Leaders have improved communication with parents. Parents receive better information to support their children's learning. They appreciate that staff listen to them.

Staff share leaders' ambitions to do their best for pupils. Staff feel valued and appreciate that leaders take their well-being seriously.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained. Staff take the welfare of pupils seriously. They are confident to share any concerns. Some staff receive training to give extra emotional support to pupils who need it.

Checks on pupils' absence and staff recruitment are thorough and timely.

Leaders work well with other agencies and organisations. They ensure that pupils and families get help when they need it.

Leaders are aware of the risks that pupils may face, including those online. Pupils know how to identify a secure website and know the dangers of sharing personal information. Pupils learn about dangerous substances, fire and water safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made a good start to developing a coherently planned and well-sequenced curriculum which ensures that most pupils learn well and complete their programmes of study across a broad range of subjects. Leaders should now refine the curriculum by identifying the most important knowledge that pupils should acquire in each subject and ensure that this knowledge is revisited frequently enough so that all pupils know more and remember more.
- The headteacher and deputy headteacher have improved staff subject knowledge and pedagogy throughout the curriculum. Curriculum leaders have drawn up detailed plans for their subjects. They do not all yet consistently help teachers to improve their delivery of different components within their subjects, so that pupils can achieve their best across the curriculum. It is clear from the actions that leaders have already taken that they are in the process of bringing about these improvements to all aspects of the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119964
Local authority	Leicestershire
Inspection number	10110039
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	379
Appropriate authority	The governing body
Chair of governing body	Tim Aston
Headteacher	Karen Allen
Website	http://www.burbage-jun.leics.sch.uk
Date of previous inspection	11 May 2017

Information about this school

- The headteacher is also the headteacher of Burbage CofE Infants School. She was appointed as the executive headteacher across both schools in October 2017. The local authority supported the governing body in coming to this arrangement.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and deputy headteacher. We also spoke to the chair of the governing body and three other members of the governing body. In addition, we spoke to a representative of the local authority.
- The subjects we considered closely during the inspection were reading, mathematics, writing, science, history and modern foreign languages. This included discussions with subject leaders, visits to lessons, scrutiny of pupils' work and discussions with teachers and pupils.
- We checked the school's approach to safeguarding through discussions with the designated safeguarding lead, school business manager and members of the governing body. We sampled documentation, such as school policies, the school's single central record, and reporting of concerns and how they are followed up.

We talked to a range of staff, including lunchtime supervisors, office staff and classroom staff.

- We spoke to a sample of pupils about what it is like at their school. We also observed pupils throughout the school day, including at lunchtime and breaktimes. We spoke to parents at the start of the school day and considered 50 responses to Parent View, Ofsted's online questionnaire.
- We looked at a range of documentation, including published information about the school's performance in national assessments, the school's self-evaluation, the school improvement plan, information related to behaviour and attendance, and the information published on the school's website.

Inspection team

Mandy Wilding, lead inspector	Ofsted Inspector
Joanne Sanchez-Thompson	Ofsted Inspector
Jackie Stirland	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019