

Inspection of Burton End Primary Academy

School Lane, Burton End, Haverhill, Suffolk CB9 9DE

Inspection dates: 14–15 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud of their school. They are happy in their learning and play. Pupils feel well cared for. They know their teachers want them to do well academically and to be confident. Pupils really enjoy mathematics lessons. They describe themselves as 'bookworms' and say that 'reading is awesome'. Pupils say how much they enjoy the 'Burton End Reading Challenge'.

The school is calm and purposeful. Teachers have high expectations of pupils' behaviour in lessons and on the playground. As a result, pupils behave very well. They are good listeners and work together cooperatively. Pupils are keen to take on roles of responsibility. For example, the 'play leaders' look after younger pupils well during breaktimes.

The school provides a broad range of activities and opportunities for pupils. These include many sports clubs and outdoor learning, including archery, skateboarding and gardening. Teachers plan lots of events and activities to make sure that pupils experience the world beyond their own community.

Pupils say that they feel safe in school. They know what to do if they have a worry or concern. They told us that bullying is rare. It is not tolerated and is dealt with swiftly when it does happen. Pupils have strong relationships with each other and with adults in the school.

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

Leaders have thought carefully about the curriculum. Plans ensure that pupils are well supported. Teachers have a good knowledge of most subjects, including physical education (PE) and geography, and teach them effectively.

Reading is a priority in this school. Teachers are well trained. Children are taught phonics from the moment they start school. Teachers ensure that reading books are carefully matched to the sounds that pupils are learning. Pupils say that 'reading is the best thing in the world'. They talk gleefully about the books that their teachers read to them. They are particularly proud of their new library.

Teachers do not have high enough expectations of pupils' handwriting and presentation, particularly in key stage 1. Pupils' work is not always clearly and neatly presented.

Mathematics is a strength. Learning in mathematics is well planned and delivered. Pupils build on their learning from one year to the next. They explain their thinking confidently and apply their mathematical knowledge to a variety of problems.

Leaders and staff want all pupils to achieve their best. Pupils with special educational needs and/or disabilities (SEND) are supported well.

Behaviour has improved since the previous inspection. Pupils have positive attitudes to learning. They demonstrate the school's values of empathy, resilience and respect in their relationships with staff and each other. The well-being of pupils is given a high priority. As a result, pupils grow in confidence, attend school more regularly and learn more.

Children in the early years are safe and happy. Activities are carefully planned. Adults help children to extend their vocabulary and to use new words correctly. For example, during the inspection, children recognised that a picture of the London Eye was 'like a circle' and that a hexagon 'has six straight sides'. Children enjoy good relationships with adults and each other. Adults are attentive to children's needs. Routines are well established, and children are interested in what they do.

Leaders make sure that there are many opportunities for parents and carers to learn more about how best to support their children, for example through workshops about early reading and online safety. Parents told us how pleased they are with the school and how much their children enjoy attending.

The school has improved greatly since the previous inspection but there is still work to do. The school's approach to assessment is not fully effective. Some tasks do not challenge pupils enough, particularly in writing. Some staff do not have high enough expectations about how pupils should present their work.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are well trained in knowing what to do if they have concerns about pupils. Leaders act quickly on information they are given. They report safeguarding concerns quickly and work with external agencies so that pupils and families get the help they need. Leaders make sure that all checks are carried out on adults before they start working at the school. Pupils know how to keep themselves safe, including when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Tasks are not always adapted to challenge pupils, particularly in writing. As a result, some pupils do not achieve the best they can. Tasks should be adapted to routinely challenge pupils.
- Leaders use several different assessment systems. The impact of their use is not always clear. Chosen assessment approaches should be refined to ensure that they support teachers to check pupils' knowledge and understanding across all subjects.
- Teachers do not have high enough expectations of pupils' handwriting and presentation, particularly in key stage 1. In addition, pupils are not always taught

how to form letters well enough. As a result, pupils' work is not always clear and well presented, and letters are poorly formed. Leaders should ensure that all staff have high standards regarding how pupils present their work. Leaders should also ensure that staff support pupils to develop correct letter formation.

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 the school and 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	141546
Local authority	Suffolk
Inspection number	10121375
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	Board of trustees
Chair of trust	Mike Parish
Headteacher	Karen Sheargold
Website	www.burtonendschool.co.uk
Date of previous inspection	13–14 September 2017, under section 5 of the Education Act 2005

Information about this school

- Burton End Primary Academy is larger than the average-sized primary school. It is part of the Unity Schools Partnership (formerly Samuel Ward Trust).
- The trust delegates aspects of governance to the governing body. The board of trustees is the accountable body.
- The current headteacher joined the school in January 2018.

Information about this inspection

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

- As part of this inspection, we held meetings with the headteacher, the two deputy headteachers and the assistant headteacher. We met the special educational needs coordinator, and the English, mathematics, PE and geography leaders. We also met with the newly qualified teachers and trainee teacher to discuss the impact of the support they received from leaders.
- We held meetings with the chief executive officer of the trust. Additionally, we met with governors, including the chair and vice-chair of the governing body.

- We undertook deep dives in reading, writing, mathematics, PE and geography. We spoke to curriculum leaders, visited lessons, looked at a range of pupils' work and met with teachers and pupils. We also observed some pupils reading to staff and talked to pupils about their reading habits.
- We spoke to pupils formally in class and around the school at breaktimes to seek their views about the school. We visited the school's breakfast club and an assembly.
- We scrutinised the school's website and a range of school documents. These included the school's self-evaluation, improvement plans, and records about behaviour, safeguarding children and attendance.
- We considered the 57 responses made by parents to Parent View, Ofsted's online questionnaire, and the 40 responses to Ofsted's free-text system. We also spoke to some parents at the start of the school day. We took account of the 34 responses to Ofsted's online staff survey. There were no responses to Ofsted's online pupil survey.

Inspection team

Rachael Judd, lead inspector	Ofsted Inspector
Sebastian Gasse	Ofsted Inspector
Daniel Gee	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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