

# Inspection of Burbage Primary School

Blackmans Lane, Off Ailesbury Way, Burbage, Marlborough, Wiltshire SN8 3TP

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Inspection dates: 17 and 18 November 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

## **What is it like to attend this school?**

Pupils attend school regularly and enjoy coming to school.

There are high expectations of pupils in their work and behaviour. Pupils meet these despite the disturbances of the COVID-19 pandemic. Pupils apply themselves diligently to the work they do at school, from Nursery through to Year 6. Pupils behave well and show respect for each other and staff. They take great pride in their Duke of Burgage scheme. In this, they challenge themselves with new things, being helpful and supporting good causes.

Bullying is rare. On the odd occasion it occurs, staff deal with it swiftly and effectively. One pupil told inspectors that he did not think it had happened 'for five years'.

There is a very well-resourced before and after-school club. On the morning that inspectors visited it, some pupils were playing chess. At other times, staff hear pupils read and support them in learning. The outdoor space is used for enjoyable activities.

The school sits in extensive grounds. Every day, pupils run a daily mile around the school field to help them stay physically active.

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

The headteacher has a very clear vision for the school. She knows the strengths and weaknesses. She has made significant differences during the short while she has been in post. Her leadership and good communication have helped staff work well together as a team. Trust leaders have supported school leaders to make strategic changes seamlessly.

Leaders have a strong understanding of the importance of phonics to nurture fluency in reading. Pupils learn to recognise letters and the sounds they make in Reception and key stage 1. Books match the sounds they are learning well. Staff support older pupils in their reading choices and check pupils' reading ability regularly. As a result of these concerted efforts, pupils have a love of reading that widens their understanding and prepares them for their next steps.

Pupils benefit from a broad and balanced curriculum. Leaders have thought carefully about the key knowledge that pupils need to know in most subjects. Pupils' writing demonstrates their understanding. They write with stamina and can structure their answers well. However, due to the impact of COVID-19 and the fact that some subject leaders are new in post, the curriculums in these subjects are still at a developmental stage.

Leaders have developed a sophisticated assessment system in every subject. Subject leaders evaluate and adapt their plans to make sure that pupils are

equipped to learn more and remember more over time. For example, in mathematics, some pupils need extra support with number work. In writing, some pupils have forgotten basic punctuation rules. Staff revise these concepts effectively with pupils who need to catch up. However, planning for disadvantaged pupils is not tailored specifically enough to pupils' particular needs.

Children get off to a very strong and well-supported start. In Nursery and Reception, children benefit from clearly planned curriculums that widen their vocabulary and begin their understanding of phonics and numbers. The environments foster inquisitive play in a safe setting.

Leaders work tirelessly to ensure that pupils with special educational needs and/or disabilities (SEND) have their needs met. Teaching is devised effectively to help pupils with SEND make progress.

The school is a hub in the community and proud to be so. Pupils learn about the diverse range of faiths and non-faiths locally. Christian values underpin the teaching of morality. Pupils also experience religious festivals other than Christian ones to help their awareness of multiculturalism. For example, pupils were learning about Diwali at the time of the inspection.

The 'buddy crew' help pupils in break and lunchtimes. They wear distinctive red shirts so that everyone knows who they are. Pupils spoke about them excitedly when explaining that they help pupils who are struggling to find something to do. Other pupils take positions of responsibility in the democratically elected school council.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding leaders train staff well in the latest updates from the Department for Education. This allows for early identification of vulnerable pupils who need extra support. Leaders work effectively with external agencies to make sure pupils and families are safe. Administrative staff make accurate recruitment checks.

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

### **(Information for the school and appropriate authority)**

- In some areas of the curriculum, subject leaders have not planned the content and sequencing of the curriculum with enough detail. Consequently, it is not clear what pupils should know and when. Leaders need to review the curriculum in these subjects so that pupils build on prior learning and deepen their understanding.
- Some subject leaders are new in post and have limited leadership experience. This means that they do not yet have sufficient expertise to improve curriculums

and monitor its delivery effectively. School and trust leaders need to maintain the training of new subject leaders so that they can check that the curriculum is having the intended impact.

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear that leaders have taken action already to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	139381
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10200995
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	161
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Toby Watson
<b>Principal</b>	Zoe Garbutt
<b>Website</b>	<a href="https://burbage.excalibur.org.uk/">https://burbage.excalibur.org.uk/</a>
<b>Date of previous inspection</b>	10 October 2018, under section 8 of the Education Act 2005

## Information about this school

- The principal was appointed in September 2019.
- The school uses two unregistered alternative providers.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, other senior leaders, the trust's primary director of education, the chair of governors and the chief executive officer of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work.

- The lead inspector looked at recruitment practices and checks. In addition, the lead inspector spoke with the designated safeguarding lead. Inspectors spoke with staff about their training in safeguarding and to pupils.
- Inspectors spoke with the special educational needs coordinator, the leader of the Nursery and the early years leader, and different groups of pupils to discuss personal development.
- Inspectors took account of responses to Ofsted’s online survey, Parent View, including free-text responses, and the staff and pupil surveys.

### **Inspection team**

Kathy Maddocks, lead inspector

Her Majesty’s Inspector

Teresa Hill

Ofsted Inspector

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