

# Inspection of Burford CofE Primary School

Forresters Road, Burford, Tenbury Wells, Worcestershire WR15 8AT

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Inspection dates: 8 and 9 June 2022

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

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

Burford Primary is a warm, welcoming school. Pupils are happy and they love to learn, especially in mathematics. Pupils are kind and they behave well. Bullying is uncommon. Pupils know that staff will always listen to them if they have any problems or concerns.

The school's ethos and shared values of kindness, compassion and trust are interwoven through the curriculum and daily life. Staff are proud to work here.

There is a strong focus on learning to read when children start school. Leaders have invested in lots of new books and pupils are enthusiastic about the books they read. Pupils get help to keep up if they find reading difficult.

There are many opportunities for pupils to develop their interests through music and sport. For example, pupils performed at the Courtyard Theatre, Hereford, in front of a large audience to promote mental health awareness. Pupils take on special duties and work towards a 'Young leaders' award by helping others.

Parents really appreciate the care staff give to their children. They say every child is treated as an individual. Parents of pupils with special educational needs and/or disabilities (SEND) say that staff go above and beyond to support them.

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

There is a clear and shared ambition for all pupils to achieve their best. Leaders, the academy trust and staff have worked really hard to improve the quality of education since the last inspection. They have focused on the right priorities. They have introduced a new curriculum that is well-planned and sequenced in all subjects.

Reading is taught well. Leaders make sure that pupils get the help they need to keep up with their peers. Pupils read widely and often. However, the teaching of handwriting is inconsistent, and some pupils find it hard to form letters well. This slows their progress in writing.

Pupils enjoy learning in mathematics. Teachers are well-trained, knowledgeable and enthusiastic. Children work with real focus on their learning and use equipment independently to explain their thinking. Teachers revisit pupils' learning through regular checks and keep-up sessions. This means that staff can identify any gaps in pupils' learning quickly and provide extra help if needed. This helps to embed pupils' mathematical understanding.

The curriculum has been revised in all subjects. The curriculum has been carefully constructed to meet the needs of mixed-aged classes so that no one misses out on any important knowledge. Leaders have made sure that teachers complete regular training. Teachers have high expectations of what pupils will learn. In the early

years, for example, pupils can explain why frogs need sticky feet in the rainforest. In Year 1, pupils know why history is important because we learn from the past to improve our present and our future.

Some subject leaders are new to role. They have begun to check pupils' work but they do not routinely make sure that the intended curriculum is being delivered well. This makes it hard for them to check if the most important knowledge and skills are being taught, learned, understood and applied.

Pupils' personal development is at the heart of this school. Teachers work closely with faith leaders to deepen pupils' understanding of people's similarities and differences. In a recent assembly, a pastor led discussions on, 'Who can we love?' to challenge stereotypes of race, gender and disability.

Pupils have many opportunities to develop their talents. All disadvantaged pupils learn a musical instrument and weekly singing assemblies bring the whole community together. The school council runs a weekly tuck shop that sells healthy snacks. The profits are then used to invest in playground equipment.

Leaders are rigorous in ensuring that pupils with SEND get the help they need. Consequently, pupils with SEND get the help and support they need to achieve well. Learning is adapted so that they can access the same curriculum as everyone else.

Leaders from the Diocese of Hereford multi-academy trust (DHMAT) provide strong governance and support for school leaders. Trust governors keep a close eye on the quality of education. The trust provides access to networks and professional mentors which is valued by leaders.

Teachers say they feel valued and listened to by leaders who have taken action to improve their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

This is because all staff know pupils and their families really well. Leaders provide valuable support by working closely with the police, housing and other local schools. Staff understand the safeguarding needs in their locality and are alert to issues such as county lines and extremism. Leaders make sure that everyone is well-trained and ensure that they are kept informed through weekly updates.

Pupils learn how to keep themselves safe including online. They talk about managing difficult emotions to look after their mental health and the importance of respectful relationships. Pupils say that they feel safe and happy at school.

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

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

- Some subject leaders who are new to post do not routinely check that pupils are learning the most important subject content in lessons. This means that some pupils have gaps in their knowledge. Leaders need to ensure that subject leaders get the support they need to monitor their subjects more effectively.
- There is not a consistent approach to the teaching of handwriting. This means that some pupils are not forming letters correctly and this hampers their progress in writing. Leaders need to make sure that there is an agreed approach to teaching handwriting so that pupils can achieve their best in all classes.

## 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>	144201
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10227528
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	145
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Will Finn
<b>Headteacher</b>	Emma Winters
<b>Website</b>	<a href="http://www.burfordceprimary.co.uk/">www.burfordceprimary.co.uk/</a>
<b>Date of previous inspection</b>	7 and 8 November 2018, under section 5 of the Education Act 2005

## Information about this school

- Burford CofE Primary is a smaller than average primary school.
- The school does not have a Nursery but is on the same site as Burford Pre-School, which is a privately owned early years setting.
- At the time of its last inspection, the school's sponsor was The Bishop Anthony Educational Trust. The trust has been reconstituted and is now called the Diocese of Hereford Multi-Academy Trust (DHMAT).
- The school's governance is carried out by the strategic task group (STG). The STG focuses on school improvement priorities and safeguarding and includes executive leaders, a headteacher from within the academy trust and community representation.
- The most recent section 48 inspection was in November 2019.
- The headteacher was newly appointed at the time of the last inspection. The deputy headteacher joined the school in 2019.
- There is a school run breakfast club onsite.
- The school does not make use of alternative provision.

## 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 leaders and have taken that into account in their evaluation of the school.
- We met with the headteacher, deputy headteacher, special educational needs coordinator and other curriculum leaders.
- We met with the chair of the board of trustees at the Diocese of Hereford multi-academy trust, the chief executive officer, the quality of education lead and representatives from the STG.
- We spoke on the phone to the school's school improvement advisor.
- We considered 21 responses to Ofsted's online survey, Ofsted Parent View and 19 free-text responses. We also met with parents during the inspection onsite.
- We also considered 12 responses to the staff survey.
- We carried out deep dives into reading, mathematics, science and history. We spoke to pupils, subject leaders and staff. We also looked at a range of pupils' work.
- We looked at a range of documentation supplied by leaders, including the school improvement plan, the school's own self-evaluation documents, schemes of work and documentation relating to behaviour, attendance and safeguarding.

## Inspection team

Johanne Clifton, lead inspector

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Sue Parker

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