

Inspection of Burley Primary School

Church Lane, Burley, Ringwood, Hampshire BH24 4AP

Inspection dates: 21 and 22 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Every pupil receives a warm and positive welcome at the start of each day. Staff care for pupils very well and get to know them as individuals. Pupils feel safe and secure because devoted adults work together as a team.

Pupils are more focused, and learning is now less disrupted by the behaviour of others. This is because there are higher expectations and pupils are taught how to behave well. The vast majority of pupils are respectful and kind towards each other. If bullying is identified, staff act effectively to address it. Pupils trust staff to listen to them and sort out any worries they may have.

Pupils are happy and really enjoy socialising in the beautiful school grounds, with wide-ranging activities to choose from. Pupils respect their teachers and look forward to coming to this friendly school every day. As it is a small school, everyone knows each other well, and pupils are comfortable being themselves.

Pupils talk passionately about the school's embedded values of honesty, enthusiasm, ambition, respect and togetherness. Pupils describe how and why they demonstrate the values in their learning, behaviour and outlooks. They are proud to belong and feel the values help them to 'be the best they can be'.

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

Leaders rightly prioritised the core subjects of English and mathematics to begin developing curriculum plans. This learning is now well sequenced, is being well taught and is helping pupils build their knowledge securely over time. In the foundation subjects and in the early years, curriculum thinking is still being refined. For example, in the early years, learning is often based purely on interesting activities rather than thinking about the intended learning in the curriculum. This means that teachers are not always clear about the essential knowledge pupils should learn or the precise order they should learn it in. In addition, teachers do not always check that pupils are secure in their understanding. As a result, pupils miss opportunities to consolidate their learning. Sometimes, misconceptions are not picked up before learning moves on.

Pupils with special educational needs and/or disabilities (SEND) are supported by leaders who have improved their systems for identifying pupils' needs and refining provision. However, staff do not always plan and structure activities that help pupils with SEND learn well enough. As a result, some pupils struggle to focus on what matters and retain key knowledge.

Well-trained staff teach phonics effectively and have strengthened their provision with a new programme. Staff make sure pupils have lots of opportunities to read daily and put their knowledge and skills into practice. Pupils are given books that match the sounds they learn in lessons. Staff quickly identify any pupils falling

behind and they receive the help they need. There is a strong emphasis on promoting a love of reading. Pupils enjoy an inspiring range of high-quality texts in their lessons. Well-chosen books captivate pupils, helping them to widen their vocabulary and improve their ideas for writing.

Pupils behave well. This starts in the early years. Pupils respect adults and know they are there to help them learn and stay safe. Pupils recognise when they are 'in the zone', meaning they are clear about their learning, off-task behaviour rarely interferes with lessons. Leaders have introduced higher expectations and now ensure that systems for rewarding and challenging pupils are consistently used. Some pupils still occasionally find it difficult to settle to the routines of school. However, over time, behaviour and attitudes to learning have stabilised.

Leaders have provided a wide range of opportunities for pupils. A vibrant calendar of events, trips, clubs and activities draws pupils in, with something enriching for everyone. Leaders promote pupils' independence, confidence, resilience and teamwork. Pupils are quick to lend others a helping hand with younger pupils' reading or embracing the chance to accept responsibility as house captains. Pupils learn about different faiths, religions and cultures. This strengthens their understanding of people's differences and similarities.

Knowledgeable governors are now working more effectively with leaders to provide precise support and challenge during recent difficult times. They now have an accurate view of the school's strengths and priorities. Staff are proud to be part of a team with direction, whose members are pulling together. They appreciate and value that leaders are considerate of their workload and well-being.

Since the last inspection, there has been significant changes in leadership, in addition to the impact of COVID-19 on the normal functioning of the federation, that have impacted on the quality of education and capacity. The drive to raise standards has created more work for staff. However, the committed team can see light at the end of tunnel. Staff are clear of the priorities and are looking forward together to their hard work paying off.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained to accurately identify any potential issues promptly. They understand the school's rigorous processes and use them effectively. Leaders' record-keeping is comprehensive and well organised. Governors monitor all aspects of leaders' work to safeguard pupils closely and make sure the right checks are in place when staff are recruited. Leaders secure any necessary additional support for pupils and their families swiftly, working effectively with external agencies. Leaders keep issues under constant review. Pupils learn about healthy relationships, appropriate boundaries and behaviour, and how to keep themselves safe. The safeguarding culture is strong because staff work so well together.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the foundation subjects and the early years, teachers do not know the essential knowledge that pupils should learn. This means that pupils are not always taught the key knowledge they need to make strong progress. Leaders need to refine the curriculum so that it identifies the precise knowledge that pupils must know and remember.
- Teachers do not consistently incorporate effective assessment opportunities into their foundation lesson designs. Nor do they always utilise opportunities within the lesson to check that all pupils are developing the intended understanding. Misconceptions are not consistently identified or addressed. This means that some pupils do not acquire the knowledge that they need to make good progress through the curriculum. Leaders need to develop assessments in the foundation subjects so that teachers are systematically checking pupils' understanding and all pupils are supported to embed knowledge and use it fluently.
- Not all teachers adapt the curriculum to best effect for those pupils with SEND. For example, staff do not ensure small step targets are precise with well-matched provision that is reviewed regularly with leaders. This can slow pupils' learning. Staff require further training and monitoring to help them adapt their teaching effectively, so pupils with SEND know and remember more.

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

Unique reference number	115870
Local authority	Hampshire
Inspection number	10227012
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair of governing body	Helena McVeigh
Acting Executive Headteacher	Nanette Allies
Website	www.burleyandsopley federation.org.uk
Date of previous inspection	14 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is much smaller than the average-sized primary school.
- In 2016, the school federated with Sopley Primary School, to create the Federation of Burley and Sopley Primary Schools, under one governing body and one executive headteacher.
- The substantive executive headteacher has been absent for most of the time since November 2021 and will not be returning. The school is currently being led by an acting executive headteacher, who was previously the executive deputy headteacher.
- Several leaders have stepped up to stabilise the leadership within and across both schools, during the significant period of uncertainty.
- There are some before and after-school clubs run on site but managed by an external provider that is separately registered.
- The school does not currently use any 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.
- Inspectors held meetings with the acting executive headteacher and inclusion lead, who is also the special educational needs and/or disabilities coordinator. The lead inspector met with seven governors, including the chair of governors. The lead inspector also spoke with two representatives from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, inspectors discussed curriculum plans with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation, including the school's record of recruitment checks and records of concerns about child protection. The lead inspector met with the designated safeguarding lead and two deputy designated safeguarding leads. Inspectors also spoke with pupils and staff about safety and child protection.
- The lead inspector reviewed a range of documentation, including leaders' self-evaluation of the school and school improvement plans.
- Inspectors took account of parents' responses to Ofsted's survey, Parent View, and parents' written comments. An inspector also talked with parents on the afternoon of the first day of inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential survey for staff.
- Information about pupils' behaviour, attendance and incidents of bullying was reviewed.

Inspection team

Gareth Flemington, lead inspector

Her Majesty's Inspector

Christine Bulmer

Ofsted Inspector

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