

# Inspection of Burghclere Primary School

Church Lane, Newbury, Berkshire RG20 9HT

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Inspection dates: 13 and 14 December 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

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 are keen to attend school and appreciate the caring and welcoming staff. Most pupils take advantage of the wide range of after-school clubs and activities on offer. All pupils have the opportunity to represent their school in sports events and they do so with pride.

Leaders and staff work as a team to support each other. Staff value the 'family' feel of the school, as do many parents. Pupils feel safe and very well cared for. Most pupils behave well around school and in lessons. Bullying is not tolerated by staff, who deal with it effectively.

Leaders and staff are keen for pupils to achieve well. They ensure that pupils study a full range of curriculum subjects and have made learning to read a priority. This is helping pupils to learn and remember more. However, this ambition does not translate well into consistent practice in all year groups. This means that some pupils do not learn as well as they could, including some pupils with special educational needs and/or disabilities (SEND). This includes the teaching of early reading, so some weaker readers struggle to develop accuracy and fluency as quickly as they could.

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

Many pupils learn to read well. Leaders have provided high-quality training for all staff on the new phonics programme. They make sure there is additional support for pupils who need extra teaching. However, this is not working successfully for all. Groups of pupils at an early stage of learning to read are taught the same sounds at the same time. This is despite some of these pupils not being able to read using the sounds taught so far. As a result, pupils sometimes read books that are too hard for them to read fluently. This means that they do not often experience success and make as much progress as they should.

Leaders have developed an ambitious curriculum in mathematics which is well sequenced. This enables most pupils to build on their previous learning to help them remember important mathematical knowledge. However, staff do not always adapt their teaching well enough for all pupils, including for those with SEND. This means that pupils who are struggling, including in mathematics, sometimes do not catch up quickly enough. Sometimes pupils lose focus in lessons when their work is either too easy or too hard.

Leaders identify the needs of pupils with SEND effectively, working with external agencies as necessary. Despite this, targets for these pupils are not always broken down into small enough steps to enable them to make as much progress as possible.

Leaders have recently strengthened the curriculum in other subjects. Pupils focus on knowledge more now and are beginning to be able to recall more of their learning.

However, leaders recognise that there is more to do to identify key themes of knowledge to make it clear exactly what pupils need to remember and build on. They then need to implement this consistently across the whole school.

In the early years, there is a well-organised and stimulating learning environment. Staff interact very well with children to develop their language and communication skills. This helps children to learn well across all areas. They develop positive attitudes to learning and develop independence in their new skills. They enjoy a variety of activities, such as outdoor learning on 'Welly Wednesdays'.

Most pupils behave well around the school, and they know the school's 'Golden Rules'. The few pupils who find this more difficult receive effective support from adults in school and external agencies. This helps them to understand the impact of their actions and to manage their emotions and behaviour. Leaders have created an inclusive culture where all pupils feel they belong.

Pupils benefit from an extensive range of rich learning experiences. They also enjoy a range of leadership responsibilities, such as anti-bullying ambassadors and play leaders. They take these responsibilities seriously and carry them out with pride. Pupils appreciate educational trips, such as to the Roman baths. They also value visitors, including the opportunity to question the local Member of Parliament.

Governors have a clear understanding of their roles and responsibilities. They care deeply about the school and its community. Staff are well supported by leaders, who provide a range of training opportunities for them. They are proud to work here. Staff work closely with parents to help them support their children's learning at home. Many parents are extremely positive about the school's work. Leaders and governors recognise that they need to work together to make sure that all parents share this view.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have provided high-quality training for staff to help them be alert to the signs that pupils may be at risk of harm. Staff have a clear understanding of the potential risks. They report concerns promptly to get pupils the help that they may need. Leaders work well with external agencies when required to make sure pupils get the support they need. Pupils are confident to share concerns with trusted adults. They know they will be listened to.

During the inspection, some minor issues with safeguarding records were identified. Leaders rectified these straight away.

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

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

- The implementation of the phonics programme does not enable all pupils to learn to read as quickly as possible. This means that some pupils are not learning to read as quickly as they could. Leaders should review the implementation of the new phonics programme so that teaching consolidates and builds on the sounds pupils have learned and pupils have books to read that match the sounds they know.
- The curriculum beyond English and mathematics is not fully developed. This means that pupils do not always connect important subject knowledge to their prior learning. Leaders should ensure that they identify the precise knowledge and skills pupils should learn and remember in each year group.

## 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.

## 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>	115868
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10242125
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lucy Oldham
<b>Headteacher</b>	Beulah Letchford
<b>Website</b>	<a href="http://www.burghclere.hants.sch.uk">www.burghclere.hants.sch.uk</a>
<b>Date of previous inspection</b>	18 July 2017, under section 8 of the Education Act 2005

## Information about this school

- The governing body manages after-school childcare provision.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded 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 held meetings with the headteacher and deputy headteacher. The lead inspector met with members of the governing body, including the chair of governors. She also met with a local authority representative.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and history. For each deep dive, inspectors spoke with curriculum

leaders, held discussions with pupils and looked at their work, visited lessons where possible and spoke to teachers and other staff about the curriculum.

- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation, including the school's record of recruitment checks. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff.
- Inspectors took account of parents' responses to Ofsted's online survey, Parent View, and parents' written comments. An inspector also spoke to parents on the morning of the first day of inspection.
- Inspectors gathered pupils' views throughout the day, including during lesson visits and at breaktimes.
- 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 staff questionnaire.

### **Inspection team**

Joyce Lydford, lead inspector

Ofsted Inspector

David Cousins

Ofsted Inspector

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