

Inspection of Burton Church of England Primary School

Campbell Road, Burton, Christchurch, Dorset BH23 7JY

Inspection dates: 11 and 12 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy attending Burton Church of England Primary School. They are happy and feel safe. This is because leaders have created a school culture that is inclusive and caring. Pupils understand the school values of reverence, compassion and friendship.

Parents and carers are positive about the support pupils receive. Families of new pupils feel particularly welcome. Pupils trust staff and know that there is always an adult they can turn to if they need to talk.

Leaders have high expectations for all pupils. However, these expectations are not fully realised. This is because pupils do not benefit from an ambitious curriculum in some subjects.

Pupils behave well. Staff use a consistent approach to help pupils understand and improve their behaviour. This starts as soon as children join the Reception classes.

Pupils develop leadership responsibilities, such as being house captains and spirituality champions. Pupils also take part in community initiatives. For example, they recently planted seeds at the local recreation area as part of a village regeneration strategy.

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

Leaders have begun to develop the curriculum, but this work is in its infancy. Consequently, leaders' vision for the school is not realised consistently. In subjects where leaders' work is further along, the curriculum is carefully planned so that pupils learn well over time. However, not all leaders have the subject knowledge they need to plan the curriculum expertly. Leaders do not have sufficient oversight to determine whether the curriculum is well designed and put into place as intended.

Leaders help to develop a love of reading in all pupils. Children learn to read as soon as they start school in Reception Year. Their books match the sounds they know. This supports them to build fluency and accuracy. Staff use assessment well to identify those who fall behind in learning to read. This means that these children catch up and keep up.

As pupils move through school, the continued focus on reading for pleasure is evident. For example, they enjoy discussing their class text and getting to know new authors. However, leaders have not ensured that, as pupils get older, they develop the knowledge and skills they need.

Pupils with special educational needs and/or disabilities are well supported. Staff are well trained in providing targeted social and emotional support for pupils who need

it. For example, leaders have introduced the 'Dolphin room' as an area for reflection and focused work. It has proved a great success. Pupils talk enthusiastically about using it to help them 'reset' their feelings.

Children get off to a flying start in Reception. Leaders have designed an ambitious curriculum, and children respond well. Adults regularly check children's understanding and support them, when necessary, to catch up. Teaching skilfully links different parts of the curriculum. This helps to deepen children's understanding. As a result, children quickly develop in what they know and can do.

Leaders' highly effective approach to promoting pupils' personal development is a strength of the school. Pupils make visits to places of interest. For example, they talk with enthusiasm about trips to the Tower of London and the Houses of Parliament. They link their knowledge of democracy to the 'Burton code' of behaviour. Pupils understand the importance of equality. They say that everyone should be treated fairly. They respect and embrace difference. Pupils know how to keep themselves safe, both online and more widely. For example, pupils understand the principles of water safety.

Staff are supportive of school leadership and enjoy working at the school. Governors understand the context of the school. However, they have not identified precisely enough the most important aspects of the curriculum that require improvement.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders and staff have had appropriate training. Leaders take all measures necessary to ensure that all employees are safe to work within school. Governors make appropriate checks to ensure safeguarding records are in order. They receive training appropriate to their roles.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all leaders have the curricular knowledge they need to lead their subjects to a high standard. As a result, teachers do not have the information they need to build pupils' understanding successfully. Leaders need to ensure that all subject leaders have the necessary expertise to build pupils' knowledge towards clearly identified end points.
- Leaders do not have sufficient oversight of the curriculum. As a result, the curriculum is not always well designed and implemented across the school. Leaders need to assure themselves that the curriculum is designed and implemented in a way that supports pupils to learn the important knowledge they need.

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

Unique reference number	113789
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10268065
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair of governing body	Andrew Carre
Headteacher	Alison Timmings
Website	www.burtonschool.co.uk/
Date of previous inspection	26 and 27 April 2022, under section 8 of the Education Act 2005

Information about this school

- Burton Church of England Primary School is a voluntary controlled school in the Diocese of Winchester.
- The school does not run a breakfast club or after-school provision on site.
- The school does not use any alternative providers.

Information about this inspection

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

- This was the second 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 met with members of the governing body. They also held meetings with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator and a representative from the local authority.

- Inspectors carried out deep dives in the following subjects: reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum 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 spoke with the designated safeguarding leader to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern and engagement with external agencies.
- The inspectors spoke with staff and pupils throughout the inspection. The lead inspector considered responses to the online survey, Ofsted Parent View, including the free-text responses. They also considered responses to the staff and pupil surveys.

Inspection team

Liz Geller, lead inspector	His Majesty's Inspector
Sandy Hayes	His Majesty's Inspector
Steph Matthews	Ofsted Inspector

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