

# Inspection of a good school: Buriton Primary School

High Street, Buriton, Petersfield, Hampshire GU31 5RX

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Inspection date: 20 September 2023

## Outcome

Buriton Primary School continues to be a good school.

## What is it like to attend this school?

Pupils value the sense of family at this school where everyone nurtures and supports one another. They appreciate the positive relationships with staff and the care that pupils have for each other. This helps them to feel safe and happy.

The school has high expectations of pupils' achievement from early years onwards. Staff provide timely support when needed to enable pupils to keep up. This helps pupils, including those with special educational needs and/or disabilities (SEND), to usually achieve well across the curriculum.

Pupils behave well around the school. They show high levels of respect for one another and staff. Behaviour in lessons is calm and orderly, allowing pupils to focus on learning. During playtimes, pupils from Reception to Year 6 play kindly together. Older children show great care towards the younger children.

Pupils benefit from different activities and experiences to learn about the world around them. This includes a wide range of trips, residential and clubs. Pupils are empowered to raise money for charity and get involved in discussions around sustainability in their local area. The school ensure that all pupils, including those who are disadvantaged, benefit from wider opportunities.

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

The school has established a well-designed and ambitious curriculum that begins right from the start of the early years. In all subjects, the school has carefully identified the precise knowledge that pupils need to learn and in what order. This supports pupils to gradually build their knowledge over time. However, there are a couple of subjects that need further refinement to sequence the key knowledge more accurately.

Staff have good subject knowledge. Teachers often present learning clearly and provide clear explanations. They make sure that pupils develop a growing vocabulary in each

subject which enables them to discuss their learning accurately. Staff check pupils' understanding diligently.

Staff know the pupils with SEND well. There are clear procedures in place to identify pupils with additional needs from Reception onwards. The school provides effective training so that teachers understand barriers to pupils' learning. This helps staff to skilfully adapt their teaching to enable all pupils to access the full curriculum so they achieve well.

Reading is prioritised from the start of early years. The school has ensured that all staff are well trained to deliver the agreed phonics programme with precision. Pupils are provided with books which match the sounds that they know. This helps them to develop fluency in their reading. Appropriate and timely extra sessions are provided to pupils who need to catch up. This makes sure that pupils develop into strong readers over time. Staff routinely read aloud a wide range of texts. This ensures that pupils learn about important issues such as diversity and inclusion through these carefully selected books.

In early years, staff provide a rich experience for all children. Children are explicitly taught the key language they need to learn. For example, in mathematics, staff use the language-rich environment and well-designed tasks to teach children key mathematical vocabulary. This helps them to develop essential mathematical understanding, which prepares them well for the next stage of their education.

Pupils behave well in lessons. This is because teachers have established clear routines and expectations which are reinforced through positive praise. Pupils respond well to these high expectations from the start of early years onwards.

Pupils learn about fundamental British values such as the rule of law and democracy. They are encouraged to apply and canvass for leadership opportunities provided by the school. They are supported to develop a strong knowledge of other faiths and cultures. Pupils are given the opportunities to learn about other cultures, including through well-established links with Germany and Ghana. They celebrate a diverse range of events such as harvest festival and Chinese New Year, and benefit from trips to different places of worship.

The school engages with families well. When pupils start the school, parents and carers are given helpful information and guidance on how to support reading at home. Staff also provide parents with useful updates on e-safety and how to protect their children from potential harm online.

Staff are proud to work at this school. They feel well supported by leaders. Staff value how their workload and well-being are considered to enable them to focus on teaching. Leaders, including those responsible for governance, have a clear and accurate understanding of the school's strengths and priorities.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a couple of wider subjects, the sequencing of key knowledge needs further refinement. This makes it challenging for teachers to emphasise the key content. The school should ensure that the important knowledge that pupils need to know is precisely ordered, emphasised by staff and then checked to ensure that pupils have learned and remembered it.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	115869
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10287873
<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>	82
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tom Cooper
<b>Headteacher</b>	Danielle Brown
<b>Website</b>	<a href="http://www.buriton.hants.sch.uk">www.buriton.hants.sch.uk</a>
<b>Date of previous inspection</b>	2 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, staff and pupils. The lead inspector met with members of the local governing committee and local authority representative.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also listened to pupils read.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents provided by the school. These included: the school' self-evaluation document, the school improvement plan, the pupil premium statement and minutes from governing body meetings.
- Inspectors observed behaviour at breaktimes and in lessons.
- The views of parents, staff and pupils were considered through Ofsted's online surveys and conversations during the inspection.

### **Inspection team**

Michael Eggleton, lead inspector

Ofsted Inspector

Mineza Maher

Ofsted Inspector

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