

Inspection of a good school: Burraton Community Primary School

Fairmead Road, Saltash, Cornwall PL12 4LT

Inspection dates:

27 and 28 September 2023

Outcome

Burraton Community Primary School continues to be a good school.

What is it like to attend this school?

Burraton Community Primary School is a nurturing and inclusive place to learn. Pupils are happy and enjoy coming to school. They know that there is someone there to help them if they have any worries. The school has five 'golden respects,' such as to speak and behave respectfully. These are evident in all that pupils do.

The school is ambitious for all pupils. Pupils are positive about their experience of school. For example, they enjoy the 'dazzling starts' to their learning. Pupils with special educational needs and/or disabilities (SEND) receive the help they need to learn well.

The school has high expectations for how pupils behave. Pupils meet these expectations and understand, appreciate and respect difference. There are strong relationships between pupils and staff. Bullying is extremely rare, but pupils are confident that, when it does happen, the school deals with it quickly.

Parents and pupils appreciate the wide range of extra-curricular experiences that the school provides. Pupils enjoy taking on varying responsibilities. The school promotes equality of opportunity very well, so all pupils are encouraged to take part in everything the school has to offer.

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

The school is determined to provide the best education and care for pupils. The curriculum is ambitious for all. It outlines the most important knowledge that pupils need to learn in each subject. In most subjects, pupils learn more, do more and remember more over time. Teachers help pupils to practise and remember their prior knowledge, skills and vocabulary across most subjects. However, where a subject is less developed, teachers' subject knowledge is not secure. Where this is the case, pupils do not learn and remember the curriculum fully.

Staff know the needs of pupils with SEND. They successfully adapt the curriculum and give pupils the right support to succeed. This is also the case for children in the early years foundation stage. Pupils who attend the specialist resource base for pupils with SEND are well cared for and have their needs met in a sensitive way.

The reading curriculum is well organised and sets out what pupils should know and by when. Pupils receive support to learn to read, and the school encourages them to enjoy doing so. Staff training ensures that there is a consistent approach to the teaching of phonics. Children begin their phonics learning in Nursery. They start to learn to read as soon as they begin Reception Year. The school regularly checks pupils' phonics knowledge and quickly identifies those who need additional support. These pupils receive the help they need. Pupils read books that match the sounds they know and share high-quality reading books together as a class.

As the school has very high expectations of behaviour, low-level disruption to pupils' learning is rare. Therefore, pupils learn in a calm and respectful environment. Children in the early years develop routines and independence. They have a curiosity to explore and learn new things.

The school engages positively with parents and carers. It is relentless in its work with external agencies to support pupils and their families. This includes pupils who attend alternative provision. Experienced staff provide effective social and emotional support for pupils and their families. Many parents and carers report on how the 'helping us grow' pastoral team has helped their family.

The school places pupils' wider development at the heart of what it does. The 'Burraton Passport' ensures that pupils, including those in the early years, have experiences in their school locality and learn about the wider world. Pupils are proud of their local heritage. The school's personal, social, health and economic curriculum, along with wider opportunities, supports pupils to develop a strong moral code. Prejudice and inequality are not tolerated at the school. Pupils are well prepared to contribute positively to society as responsible, active citizens.

Those responsible for governance know the school well and strive to improve it further. They check that the school's actions have a positive impact on the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Where the curriculum is not embedded, teachers' subject knowledge is not secure. When this occurs, pupils do not learn and remember the curriculum fully. The school

should ensure that teachers have the subject and pedagogical knowledge they need to support pupils to retain key knowledge in all subjects.

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 February 2014.

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

Unique reference number	111972
Local authority	Cornwall
Inspection number	10297888
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	390
Appropriate authority	The governing body
Chair of governing body	Mark Kelly
Headteacher	Lisa Tamblyn
Website	www.burraton.cornwall.sch.uk
Date of previous inspection	22 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a two-form entry community primary school with a nursery.
- The school has a specialist resource base for up to 20 pupils with SEND from across Cornwall. The provision caters for pupils from 4 to 11 years with severe and complex needs. All pupils in the provision have an education, health and care plan.
- The school currently uses one registered alternative provider.
- The school runs a before- and after-school childcare provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with school leaders, including the headteacher, assistant headteachers and the special educational needs coordinator. She also spoke to a range

of staff. The inspector held a phone conversation with an officer from the local authority.

- The inspector observed the behaviour of pupils in classrooms and around school.
- The inspector held a phone conversation with the alternative provider.
- To evaluate the effectiveness of safeguarding, 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.
- The inspector carried out deep dives in early reading, mathematics, history and art. For each deep dive, she met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and considered samples of pupils' work. The inspector also heard a selection of pupils read.
- The inspector took account of the responses to Ofsted's Parent View questionnaire and free-text responses. She also reviewed responses to the staff and pupil surveys.

Inspection team

Sarah Ryder, lead inspector

Ofsted Inspector

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