

# Inspection of a good school: Burleigh Primary School

Blindmans Lane, Cheshunt, Waltham Cross, Hertfordshire EN8 9DP

---

Inspection dates:

8 and 9 November 2023

## **Outcome**

Burleigh Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils at Burleigh Primary School enjoy their work and play. They embody their 'MAGIC' values of motivation, aspiration, gumption, integrity and communication. These shine through from when pupils first join the school.

Pupils rise to the high expectations that staff set for them. They experience positive relationships with staff. They turn to adults for support with any worries they have. Pupils learn how to behave and take care of each other.

Many pupils feel happy and safe in school. They warmly welcome visitors. Pupils learn about different people and cultures. They enjoy carefully selected story books, visitors, theme days and trips. They have a good understanding of what it means to be different. They learn to be tolerant and respectful.

Pupils compare their own hopes and dreams with opportunities for children in the wider world. They take part in aspiration assemblies where they achieve awards. They are keen achievers, and so enjoy opportunities to showcase their skills. Through these experiences pupils learn to appreciate and pursue goals of their own.

Pupils and families benefit from personalised support. A parent who commented that leaders 'have their finger on the pulse when it comes to the needs of the children' reflects the positive culture of care.

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

The school has recently improved its curriculum. The specific content to be taught is now clearly mapped out across all subjects. Where this works well, teachers link this knowledge to other lessons and subjects. This helps pupils to revisit and remember new knowledge, vocabulary and ideas in different ways.

Typically, teachers remind pupils about what they have previously learned. They check pupils' learning at regular intervals. They use careful questioning to encourage pupils to use and remember the important vocabulary. Therefore, many pupils successfully build their learning over time. However, some teachers do not always deliver the intended curriculum as well as they might. Sometimes, pupils do not always benefit from the checking techniques and effective questioning that help to deepen their learning.

The school has designed its own phonics scheme. It meets the needs of all pupils. All staff have had effective training. They teach phonics well. Teachers regularly check the sounds that pupils know. They quickly identify those pupils who need extra help. In most cases, this extra help works. The school ensures that pupils take home books they can read with increasing independence. This helps to foster a love of reading. Early reading is taught consistently well from the start of early years. Consequently, many pupils become fluent and confident readers.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) promptly. Staff devise precise plans, which outline specifically how to support pupils with SEND. This means that pupils with SEND learn the same broad curriculum. Staff are knowledgeable and receive useful training. They provide pupils with effective, targeted help. Teachers make appropriate adaptations to their lessons. These strategies enable pupils with SEND to learn well.

From the moment children join the Reception class, high expectations of behaviour are made clear. Most pupils behave well throughout the school. They demonstrate good manners. In most cases, teachers create a positive atmosphere for study through clear boundaries. This helps pupils to do their best. Pupils' attendance is good.

Pupils' broader development is well considered. There are many different activities and clubs for them to try. These help to develop their confidence and self-esteem. Pupils have a voice. They can share their views of the school with staff.

Staff are overwhelmingly positive about working at the school. They feel valued. Everyone's views are listened to at Burleigh. There is a caring culture of respect.

The established governing body provides appropriate support and challenge to school leaders. It has the same high ambitions for pupils. The governing body is conscious of ensuring that staff workload and well-being are well managed.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- There are variations in how well the content is delivered in some curriculum areas. This impacts how well some pupils are progressing. The school should provide the training

and support some staff need in order to question pupils effectively and to check what pupils have learned.

## 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

|  |  |
|--|--|
| <b>Unique reference number</b>             | 117367   |
| <b>Local authority</b>                     | Hertfordshire  |
| <b>Inspection number</b>                   | 10294979   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 413  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Andy Pereira   |
| <b>Headteacher</b>                         | Nick Norman  |
| <b>Website</b>                             | <a href="http://www.burleighschool.co.uk">www.burleighschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 12 November 2020, under section 8 of the Education Act 2005            |

## Information about this school

- There have been no significant changes to the school since the previous inspection.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school had 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 carried out deep dives in early reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and scrutinised samples of pupils' work.
- The inspector examined a range of documents provided by the school, including leaders' school development plans and policies.
- To evaluate the effectiveness of safeguarding, the inspector: 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. Meetings were held with the headteacher, the special educational needs coordinator and pastoral leaders.

- The inspector spoke with two representatives from the local governing body.
- The inspector held a telephone conversation with the school improvement partner from the local authority.
- Pupils talked to the inspector about their views of the school. The inspector also observed pupils' behaviour at breaktime, lunchtimes and in lessons. She also reviewed surveys completed recently by pupils.
- The inspector reviewed the 60 responses that were submitted by parents and carers to Ofsted Parent View and considered the 52 free-text comments.
- The 15 responses to Ofsted's questionnaire for school staff were considered. The inspector also spoke with several groups of staff during the inspection.

### **Inspection team**

Pamela Finch, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023