



Burghill Community Primary School

Inspection Report

Unique Reference Number 116667
LEA Herefordshire
Inspection number 279869
Inspection dates 23 January 2006 to 23 January 2006
Reporting inspector Helen Barter AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Burghill
School category	Community		Hereford
Age range of pupils	5 to 11		Herefordshire HR4 7RP
Gender of pupils	Mixed	Telephone number	01432 760240
Number on roll	93	Fax number	01432 761122
Appropriate authority	The governing body	Chair of governors	Mr Ian Watkins
Date of previous inspection	10 April 2000	Headteacher	Mrs Rebecca Blackman

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average and situated in a rural location. The school serves an advantaged area. No pupils are eligible for free school meals and all speak English as their first language. The number of pupils with learning difficulties and disabilities is average. The school has recently gained Artsmark Gold status. The headteacher has been in post for one year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection team agrees with the school's evaluation that it provides pupils with a good education. Pupils like school very much and enjoy learning. Their behaviour and attendance are outstanding. Parents are very supportive of the school. The comment made that this is 'a lovely village school with traditional values and a happy team' echoes many others. This is an inclusive school which gives good personal support to all pupils, including those with particular needs. Pupils benefit well from the school's partnerships with the local community. Membership of a group of schools effectively supports the school's already strong sporting tradition. Provision for children in the Reception Year is good. All children meet the standards expected by the start of Year 1 and many exceed them. Pupils make good progress through the school and reach standards which are above average by the time they leave. The school sets itself challenging targets to work towards. The school has identified mathematics as a focus for improvement because standards in 2005 were not as high in this subject as they were in English and science. Good leadership by the new headteacher and recent school leadership training for staff has improved the way the school analyses information from tests. Teachers do not yet use this information well enough to help pupils themselves understand what they need to do to improve further. The staff work well together and are beginning to act as effective subject leaders. Many of the targets in the short-term improvement plan have been achieved. However, subject leaders are not yet fully involved in monitoring and evaluating the school's effectiveness so that the school has a clear focus on the key priorities for long-term development. Progress since the last inspection has been satisfactory and has gathered pace in the last year. The school provides good value for money and has the capacity to improve further.

What the school should do to improve further

- Strengthen the role of subject leaders in evaluating the school's effectiveness and deciding on key priorities for improvement.
- Use assessment information more effectively to set targets for pupils and to help them understand better how to achieve them.

Achievement and standards

Grade: 2

Pupils make good progress throughout the school and when they leave at the end of Year 6, standards are above the national average. Pupils with learning difficulties and disabilities also make good progress. When children enter the Reception Year, their skills and abilities are generally in line with those found nationally, although a small proportion have higher level skills. All children make good progress in the Reception Year. All achieve expected outcomes by the start of Year 1 and more able children exceed these. Pupils continue to make good progress and, by the end of Year 2, they reach standards which are above those expected for their age. Pupils achieve well in all subjects. Overall, there has been an improving trend in standards over the past

three years. Throughout Years 3 to 6, pupils of all abilities make good progress and achieve good standards overall. Science standards have remained consistently good over the last five years. In the last two years, test results in English have shown good improvement whilst those in mathematics have remained static at just above the national trend. The school has identified mathematics as a focus for improvement so that the challenging targets set for pupils' performance in national tests in 2006 are reached.

Personal development and well-being

Grade: 2

Pupils' enjoyment of school is reflected in their enthusiastic attitudes to work and to all the activities on offer. High levels of attendance indicate the value that they and their parents place on education. Pupils' behaviour is outstanding and a significant strength of the school. They are polite and confident. They care greatly for each other, and older pupils are particularly watchful for the younger ones. Their spiritual, moral, social and cultural development is good in all respects. It is promoted effectively through a structured scheme which is well supported by the church. Assemblies contribute well to pupils' personal development and form an important part of school life. Their appreciation of different lives and cultures to their own is developed well through the school's links with another school in Wolverhampton. Pupils' understanding of the need to stay safe and be healthy is good. Pupils' enjoyment of sport and outdoor activities is outstanding. They contribute well to the local community through participation in village, church and charity events. Their understanding of their responsibilities within the school community is particularly good. Members of the school council are highly responsible and clearly focused on improving school life for everyone. Pupils are prepared well for the next stage of education and life ahead.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching and pupils' positive attitudes to learning enable them to reach good standards and achieve well. Teachers have good relationships with pupils and manage them well. Lessons are clearly planned, with varied activities for pupils' different abilities. Teaching assistants give good support to groups and individuals with particular needs. There is good practice in teaching methods and strategies in all classes, including the Reception Year. Teachers' use of information and communication technology (ICT) to make lessons more interesting and engage pupils' interest has improved since the last inspection. Pupils say they enjoy lessons best when tasks are exciting and challenging. Given the pupils' interest and ability levels, there is scope to further promote opportunities for independent learning. New systems for gathering information about pupils' performance and tracking their progress are proving effective in helping staff to understand where pupils could improve further. Strategies are being put in place to help pupils themselves understand what they need to do to improve but the

use of these is inconsistent. This is most apparent in the marking of work, where pupils are not always given enough information about how well they are doing and the next steps to improvement.

Curriculum and other activities

Grade: 2

Pupils follow a broad curriculum which is enriched by a good range of extracurricular activities. They participate regularly in sport in school and with other local schools. The recently built large hall means that all aspects of physical education can now be taught. ICT resources have improved since the last inspection and support learning well. Links between curriculum subjects are developing satisfactorily and this is a school focus for further improvement. The curriculum for Reception children has improved since the last inspection and plans to develop an outdoor play area are now in place. The award of Artsmark Gold demonstrates strengths in provision for the creative arts. The school has used the requirement to provide staff with regular planning time to good effect by providing an imaginative 'carousel' of gymnastics, dance, music and French. In questionnaires, parents commented very favourably on the enrichment these changes have brought to their children's education.

Care, guidance and support

Grade: 3

Pupils are well supported by all adults in the school. They ask for help confidently and feel well cared for. Pupils with learning difficulties and disabilities are supported well. School council members discuss how well worry and suggestion boxes are used and how they can encourage their peers to use them so that they can hear their views. Child protection procedures are well established. Links with parents are good and they are kept well informed in weekly newsletters. Academic support and guidance are satisfactory but is not sufficiently focused on how to improve pupils' achievement further. Teachers are beginning to make clearer to pupils what they are expected to achieve by the end of the lesson. They are working together well to improve the consistency of this practice. However, there is a lack of focus on helping pupils understand what they have achieved and what they need to do next in verbal feedback and in marking.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher is a good leader and is committed to ensuring that pupils achieve as well as they can. She has achieved a great deal in her first year while ensuring the school maintains its traditionally strong values and character. The reorganisation of staffing and curriculum to meet national requirements has been difficult and time-consuming to achieve within a small school setting. In spite of staff changes and absences, the headteacher has managed this effectively and brought about improvements in the management structure and

curriculum provision as a result. Parents praise the way in which all staff have coped with change. They welcome the new initiatives which they say 'encourage and motivate our children'. Staff training through a leadership programme is being used to raise teacher expectations and to make better use of their management skills. The roles of subject leaders are underdeveloped because they are not yet sufficiently involved in checking on the quality of provision in the areas that they oversee. This was an area for improvement at the last inspection and progress has been too slow in this respect. The format for the school improvement plan, including subject action plans, is satisfactory. Planned monitoring activities are beginning to give leadership a better view of the school's effectiveness. However, the school improvement plan does not yet identify the most important priorities for the school's development over the longer term so that all staff and governors have a clear vision for its future. The governing body has supported the headteacher well in her first year and has a clear view of the school's strengths. However, it is not sufficiently involved in helping the leadership to focus on the key priorities for the school's future development.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils Thank you very much for making Mr Williams and myself so welcome when we visited your school recently. We appreciated the friendly way in which you greeted us and enjoyed very much talking to you about your school and your work. You will remember that we came into some of your lessons, talked to your teachers and looked at your books. As a result, we have come up with some conclusions that we would like to share with you. Here they are:

- We were very impressed with your excellent behaviour and attendance. You clearly enjoy your education and want to do well.
- Yours is a very caring school. Your teachers look after everyone very well and you also do your best to look after each other.
- Everyone has a good chance to take part in lots of different activities. We are very pleased that so many of you keep fit and healthy through taking part in sport.
- Your school council is excellent and the officers run it very efficiently so that everyone can make their views heard.
- Your headteacher has done a lot to make improvements to the school and the staff are all working hard to make it even better. There are two things which we have asked the school to improve:

- Make sure that all the staff have time to look at everything the school does and decide which are the most important things to do next.
- Help you to do even better by making sure that you have understood what you have learned and what you need to do next to improve so that you can use all your brainpower to reach even higher targets.

We wish you all the best of luck for your time at Burghill and in the future. Yours sincerely Helen Barter Lead Inspector Alexandra House
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