

Burford Primary and Nursery School

Inspection report

Unique Reference Number	122429
Local Authority	CITY OF NOTTINGHAM
Inspection number	292397
Inspection dates	11–12 June 2007
Reporting inspector	Alison Cogher

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	209
Appropriate authority	The governing body
Chair	Mr Rob Gisby
Headteacher	Mrs Heather Rattenberry
Date of previous school inspection	15 October 2001
School address	Oxclose Lane Arnold Nottingham Nottinghamshire NG5 6FX
Telephone number	0115 9151560
Fax number	0115 9151561

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average-sized primary school is situated in an area of significant deprivation, in the Arnold district of Nottingham. Most pupils start school in the Nursery with knowledge and skills that are low when compared to those found nationally. Most pupils are from White British backgrounds. Approximately one sixth of pupils are of mixed ethnic background or Asian, African or Caribbean background. A small number of these pupils have English as an additional language. The proportion of pupils entitled to free school meals is high, as is the number of pupils with learning difficulties or disabilities. The number of pupils entering and leaving the school during the year is much higher than usual. The school operates as an 'Extended School', providing childcare and adult education courses. The school has achieved a number of nationally recognised awards including the 'Investors in People' and the 'Activemark' awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils receive a level of care, guidance and support that is exceptional. Pupils make good progress and achieve well, and their standards are rising. The headteacher provides effective leadership and she is supported well by staff and governors. Effective teamwork and a clear commitment to improve the learning opportunities provided for all pupils, demonstrate that the school undoubtedly has the capacity to sustain its recent pattern of improvement and, indeed, to improve further. The school gives good value for money and has made good progress since the last inspection.

Underpinning the school's effectiveness is good leadership and management and the willingness of staff and governors to improve their own knowledge and skills. All involved are sharply focused on ensuring the school does all it can to provide pupils with the experiences and help they need to realise their potential. The school rigorously evaluates the quality of its work and, although generally accurate, is too harsh in its judgement about the quality of care, guidance and support it provides. Inspectors judge this area of the school's work to be outstanding. Parents are overwhelmingly supportive of the school and the opportunities it provides for their children. The school works very hard to develop this productive partnership with parents in support of pupils' personal and academic development.

Good teaching throughout the school ensures pupils enjoy learning. They make good progress, achieve well and are well prepared for the next stage of their education. From standards that are well below those generally found when they first come to the school, pupils reach broadly average standards overall by the end of Year 6. However, there is no systematic whole-school approach to teaching the skills of speaking and listening and standards are generally lower in these areas than in other subjects.

Extremely effective working relationships with outside agencies contribute exceptionally well to pupils' health, safety and well-being. All pupils, including those with learning difficulties or disabilities and those learning English as an additional language, receive high quality pastoral care and support. Rigorous procedures are in place to monitor pupils' achievements and progress. This information is used well to set challenging targets for pupils which they work hard to achieve. Pupils are enabled to take some responsibility for their own learning because teachers tell them how to make their work better. Pupils take their responsibilities in school seriously and make a good contribution to the school community. Most pupils behave well, attend regularly and develop positive attitudes to learning. They understand what they need to do to keep themselves safe and to lead a healthy lifestyle.

The good provision made for pupils in the Foundation Stage ensures the youngest pupils get off to a positive start and enjoy their time at school. Pupils continue to enjoy their time at school because teaching is good and activities interest and motivate them to learn. The curriculum is well planned and the links made between subjects gives pupils' learning relevance. However, opportunities for pupils to develop their independent learning skills are missed and too often pupils rely heavily on adults for support in lessons. The outstanding range of visits, visitors and after school clubs is very well planned and succeeds in motivating and enthusing pupils and adds considerably to their enjoyment of learning.

What the school should do to improve further

- Plan systematically for the teaching of good speaking and listening skills.

- Increase the opportunities for pupils to develop their independent learning skills so they become less dependent on adults for support.

Achievement and standards

Grade: 2

Pupils' achievement is good. In all year groups the proportion of pupils with learning difficulties or disabilities is above average and this inevitably has an impact on the standards they reach. However, pupils of all abilities, and those with English as an additional language, make good progress from their different starting points. On entry to the nursery, children's communication, language and literacy skills are low. In all other areas of learning their skills and knowledge are well below those typically found. Progress is good but only a minority achieve all of the skills expected by the end of Reception. Pupils make good progress in Years 1 and 2, but overall standards remain below average in reading, writing and mathematics. Nonetheless, pupils continue to make good progress and reach broadly average standards in English, mathematics and science by the end of Year 6. Standards of speaking and listening are below those expected throughout the school. Overall standards, and the progress pupils make by Year 2 and Year 6, have improved for each of the last three years and pupils generally achieve the challenging targets they are set. This is most evident in reading and writing and reflects the school's focus on improving pupils' learning in these areas.

Personal development and well-being

Grade: 2

Pupils' personal development and well being are good. Pupils are very positive about their school and what it provides for them. They are confident that all adults in school are approachable, will listen to them and help them whenever they can. The school provides very good opportunities for pupils to take on responsibilities. In their roles as school councillors, buddies, peacemakers and sports trainers, pupils are able to support each other and make a positive contribution to the school community. Pupils contribute to the wider community through their involvement in, for example, musical entertainment and charity work. They have a good understanding of how to keep themselves safe, make healthy food choices and being active. Their positive attitudes to school and learning prepare them well for the next stage of their education. Pupils' spiritual, social and cultural development is good. Through the curriculum and assemblies children learn about other cultures, faiths and ways of living. The moral development and behaviour of most pupils are good. Attendance is satisfactory and the school's procedures to promote good attendance are very rigorous.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well and make good progress because teaching throughout the school is good. Teachers have good subject knowledge and use a variety of teaching methods to motivate and interest pupils. Teaching assistants contribute well to pupils' learning, particularly those with learning difficulties or disabilities, as they work in close partnership with teachers. Pupils are managed well by all adults so no time is lost in lessons. Good use is made of assessment information and links between subjects to guide the planning of lessons and ensure they are well matched to pupils' ages, interests and abilities. As a result pupils' skills and knowledge

build systematically as they move through the school. Teachers encourage pupils to share their views and contribute to discussions but there is no whole-school approach to planning for the development of pupils' speaking and listening skills. Consequently, pupils' learning in these areas is not as good as it is in others. Teachers expect pupils to work hard and achieve challenging targets. They value pupils' work and praise them for their efforts. In this 'can do' environment pupils develop positive attitudes to their work and experience a good deal of success.

Curriculum and other activities

Grade: 2

The curriculum is good. Children in the Foundation Stage are provided with a rich and enjoyable range of experiences that enable them to make good progress. The curriculum in the rest of the school is well organised around themes that make pupils' learning relevant and interesting. The emphasis is placed on developing pupils' skills and effective links are made between subjects. For example, pupils learn about farming in India and are able to write accurately about their experience after working with an Indian musician and dancer. Opportunities for pupils to develop their independent learning skills are not always exploited. Throughout the school pupils rely heavily on adults for support. The range and quality of visits, visitors and after school clubs provided is outstanding and access to these opportunities for all pupils is excellent. Pupils appreciate and thoroughly enjoy the variety of activities available to them. This provision is effective in extending pupils' skills, knowledge and understanding of life beyond the immediate school environment and encourages them to lead healthy lives.

Care, guidance and support

Grade: 1

Care, support and guidance are outstanding. Systems to monitor pupils' academic and personal progress are very accurate and this information is used to identify the next steps in children's learning. Pupils know what they need to do to make progress and achieve. Pupils who have learning difficulties are supported very well. Provision for pupils with emotional problems is excellent. The work of the learning mentor and the school's very close liaison with families and outside agencies minimises the negative impact of what are often difficult home circumstances on pupils' learning. Children's health and well being are promoted strongly through the curriculum and other school procedures, such as the provision of regular fruit and opportunities to exercise. The school successfully engages most parents in their children's learning and provides regular opportunities for them to discuss their children's progress.

Leadership and management

Grade: 2

The headteacher provides strong, energetic and caring leadership. She is ably supported by all staff and governors who work effectively as a team. Throughout the school there is an exceptionally strong commitment to ensuring all pupils have the opportunity to achieve their potential, both academically and personally. To enable this to happen the school's plan for improvement is sharply focused on making things better for pupils. Pupils and their parents are supported very well through the effective deployment of staff and resources. Staff are keen to develop the quality of their work and are very self-critical. A wide range of strategies are used to monitor and evaluate the effectiveness of the school's work, and staff are quick to

address areas that are identified for improvement. Good subject leadership has established an overall improving trend in pupils' achievement and standards. Whilst many governors are relatively new to their posts, they have a clear understanding of their role and are able to hold the school to account for its work.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 June 2007

Dear Pupils

Inspection of Burford Primary and Nursery School, Nottingham, NG5 6FX

Thank you very much for making us feel so welcome when we visited your school. We appreciated your honesty and really enjoyed being in your lessons, watching you at playtime and talking to you. We agree with you and your parents, who think you go to a good school. There are lots of things your school does well and some things which are excellent.

Your headteacher, the staff and governors lead and manage your school well. They take extremely good care of you and give you lots of help and support so that you can feel safe and make the most of your time at school. Your teachers and the teaching assistants are good and help you to learn well. They plan an excellent range of activities for you so that you can enjoy your learning and make good progress. You have exceptionally good opportunities to go on visits, work with visitors in lessons and try lots of activities in the after school clubs. Most of you behave and get along together well. You know how to keep yourselves safe and how to lead a healthy life. We were impressed by how seriously you take your responsibilities and think those of you who are school councillors, buddies, peacemakers and sports trainers do a particularly good job.

Lots of you find it difficult to find the words to say what you want and some of you do not listen carefully to what others are saying. We have asked your headteacher, the staff and governors to work on helping you to do this better. We have also asked them to help you feel confident enough to work by yourselves more often so you don't have to rely on adults when you are learning.

Thank you again for helping us with the inspection of your school. We wish you all the very best for the future.

Alison Cogher

Lead inspector