



Bure Park Primary School

Inspection Report

Unique Reference Number 132057
Local Authority Oxfordshire
Inspection number 293929
Inspection dates 21–22 February 2007
Reporting inspector Pritiben Patel

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

Type of school	Primary	School address	Lucerne Avenue
School category	Community		Bure Park
Age range of pupils	3–11		Bicester OX26 3BP
Gender of pupils	Mixed	Telephone number	01869 354059
Number on roll (school)	467	Fax number	01869 242766
Appropriate authority	The governing body	Chair	Cllr L Pratt
		Headteacher	Mr R Pearson
Date of previous school inspection	5 February 2001		

Age group	Inspection dates	Inspection number
3–11	21–22 February 2007	293929

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bure Park is a large primary school in comparison to others and continues to grow. The majority of pupils are of White British background and others are of various White, Black Caribbean or other backgrounds. The proportion of pupils who join, or leave the school part way through their education is above average. The percentage of pupils with learning difficulties and disabilities is below the national average. The school has achieved the Arts Mark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Bure Park is a satisfactory, but improving school, with good features. The overwhelming majority of parents are very happy and supportive. One commented, 'As the pupil numbers have grown, the school has gone from strength to strength'. Leadership and management are good. The head teacher and deputy set clear direction for the school and staff at all levels work well together to bring about improvement.

Children's starting points on entry to the school are broadly average although a large proportion have weak literacy and numeracy skills. By the time they leave the Foundation Stage most have achieved the goals expected of five-year olds in all areas of learning. Standards have fluctuated over recent years but are generally average in both Year 2 and Year 6. Most pupils are achieving satisfactorily, although they do not do as well in writing, particularly the more able. The school is tackling this issue well by providing guidance for teachers and ensuring that pupils have a clearer idea of what they need to do to improve. Pupils' satisfactory basic skills ensure that they are adequately prepared for their future economic well-being.

The curriculum is satisfactory overall and the school is developing a more creative topic based curriculum to make learning both fun and meaningful for pupils. This supports the positive relationships between staff and pupils that underpin the satisfactory, and sometimes good, teaching. Most lessons are thoughtfully structured and a particular strength is the way teachers create opportunities for pupils to work independently as well as in groups. However, assessment information is not always used to set appropriately challenging tasks for all pupils in lessons. There is frequently a good match of work for the lower attaining pupils but the more able often cover familiar ground and do not make sufficient progress. The provision for pupils with learning difficulties and disabilities is good and this is reflected in their good progress.

The head teacher and deputy head, supported by staff, place a strong emphasis on promoting pupils' personal development. This is a school where all pupils feel valued and included in all of its activities. Pupils behave well and enjoy school. They have a good understanding of how to stay safe and healthy and they make a positive contribution to the school and wider community. Given the improving picture of pupils' progress, particularly in writing, the school has good capacity to secure further improvement.

What the school should do to improve further

- Improve standards in writing, particularly for the more able.
- Improve the use of assessment data to ensure teaching is suitably challenging and meets the needs of all groups of learners.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Those who attend the school for longer periods of time show better achievement. Overall, pupils make satisfactory progress and reach average standards in English, mathematics and science by the ages of seven and eleven. Children in the Foundation Stage make steady progress and reach average levels across the board by the end of Reception.

Throughout the school some more able pupils are not reaching their potential in writing, with too few reaching the higher levels. The school's efforts to address this weakness are bearing fruit and pupils are now making better progress. Girls tend to do better than boys but the school is tackling this well by providing a wider range of contexts for writing, including some devised specifically with boys in mind. There is evidence of some outstanding written work. The support for pupils with learning difficulties and disabilities ensures they make good progress towards their targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being including the spiritual, moral, social and cultural aspects is good. Their understanding of other cultures is particularly well developed due to the school's commitment to this area. Pupils behave well and enjoy coming to school and this is reflected in good levels of attendance. Confidence and self esteem grow as pupils' gain certificates celebrated before the whole school in assembly and 'Pupil of the Week' awards. They are proud to belong to the school council and help to make important changes. Their idea for a playtime rota, for example, benefits all pupils.

Older pupils willingly help during wet playtimes and lunchtimes. The Lunchbox Challenge and pupils' eager participation in sporting activities show a good understanding of the essential elements of a healthy lifestyle. Average standards in literacy and numeracy ensure pupils are satisfactorily prepared for their future economic well-being. They view school as 'a very safe place'. They value their friendships and the support they receive from staff.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. They are underpinned by the very good relationships between teachers and pupils, who are keen to learn. They are confident enough to seek help and ask questions when they are unsure. Most lessons are well structured to allow sufficient time for pupils to work independently and there is a growing emphasis on developing their skills of cooperation through

collaborative group work. Teachers use computer technology well to support learning. For example, having prepared questions beforehand, pupils in Year 3 were spellbound as they watched a video of their teacher interviewing, on their behalf, a World War 2 marine and an evacuee.

Work at different levels of difficulty is provided in many lessons but these mostly benefit pupils at the lower end of the ability range. More able pupils were observed covering familiar ground before having the opportunity to tackle more challenging work. Teaching assistants provide good support both in classrooms and when working with small groups withdrawn for extra help. However, their expertise is not always used to the full. For example they sometimes spend too much time observing class teachers during introductions and summary sessions, rather than engaging with the pupils to ensure they contribute their ideas and opinions to the teacher.

Teachers' marking is good and frequently makes reference to specific objectives which helps pupils to understand what they need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with good features. Extra curricular provision is good with a range of visits, activities and clubs on offer such as art and craft, football, relaxation and meditation. Inspectors agree with a parent who commented the, 'school works hard to encourage children in all aspects of life, not just academic.' The curriculum maintains a creative focus and this ensures that pupils enjoy their lessons. The school has built good links with schools in Europe and beyond to make the curriculum culturally diverse and to develop a sense of global awareness in pupils. Additional programmes ensure that the needs of pupils with learning difficulties and disabilities are met. Group work and pupils effective speaking and listening skills provide satisfactory preparation for their future economic well-being. The curriculum for the development of basic skills is satisfactory overall and the school is currently addressing provision for more able pupils in writing.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school's welcoming and friendly ethos creates a strong sense of belonging. One parent commented, 'I feel my child is being nurtured in a kind, loving and positive environment.' Pupils' efforts are valued and achievements rewarded. Regular checks are carried out to ensure pupils remain safe. The school promotes a healthy lifestyle, influencing the choices pupils make. Links with local businesses and fund raising activities build pupils' confidence and contribute well to the development of future workplace skills.

Effective systems are in place to check how well pupils do and how they can improve, especially for those with specific needs, who do well. However, this information is not always sufficiently used to inform planning and target setting, especially for more able pupils. Pupils know their individual targets and are increasingly involved in evaluating

their own progress. One wrote of a friend's work, 'Well done...You have a couple of short sentences...Maybe you could put a tiny bit less speech. But I really like it'.

Leadership and management

Grade: 2

The headteacher and deputy provide strong leadership and foster a good level of teamwork amongst all staff. Managers at all levels share the same vision and subject managers monitor the areas they lead highly effectively. There is regular monitoring of teaching and learning, scrutiny of work and staff reflection. They have a good understanding of the key strengths as well as areas that require further development. This is contributing very effectively to pupils' improving progress particularly in writing. The school is part of the primary leadership programme and this support has also helped to raise standards in writing. Governors make an effective contribution to the curriculum and pupils' achievements and are developing their role in school evaluation. Staff are deployed well, particularly support assistants who provide a high level of individual care for pupils with learning difficulties and disabilities which results in these pupils making good progress. The headteachers' systematic approach to all aspects of management has provided a good foundation for further improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	2
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	3

The quality of provision

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

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.

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	2
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	3
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

On behalf of the inspectors I would like to thank you very much for being so helpful when we came to visit your school. We really enjoyed meeting you, talking to you and looking at all your work.

We think that you go to a satisfactory school with some good features, and this is why:

- you behave well and get on well with each other
- most of you make satisfactory progress and some of you make good progress, because you have very good relationships with your teachers and you enjoy your lessons
- there are lots of extra things for you to do that help to make your learning more interesting
- all of the adults in your school make sure that you are safe, happy and are really well looked after
- your headteacher and deputy headteacher are doing a good job
- governors work hard in your school.

Even in an improving school like yours there are always things that can be better. We think that your writing skills can be improved so that you all get higher levels. Your teachers can use the information they have about you to give some of you the harder work of which you are capable. I'm sure that you are ready for this challenge!

With best wishes for your future success,

Pritiben Patel

Lead Inspector