

# Burrington Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	109240
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	309938
<b>Inspection date</b>	19 March 2009
<b>Reporting inspector</b>	Colin Lee

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	74
Government funded early education provision for children aged 3 to the end of the EYFS	15
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eric Ford
<b>Headteacher</b>	Alison Russe
<b>Date of previous school inspection</b>	6 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Burrington Bristol BS40 7AD
<b>Telephone number</b>	01761 462662
<b>Fax number</b>	01761 462662

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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- the consistency of pupils' rates of progress between year groups
- the impact of strategies for improving the achievement of younger boys and standards in writing
- the extent of overall improvement since the last inspection.

Evidence was gathered from discussions with the headteacher, other staff, pupils and governors, and from the parental questionnaires. Lessons were observed, school self-evaluation and other documentation and samples of pupils' current and previous work were analysed. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

The school is smaller than average. There are four classes, with the Early Years Foundation Stage in a single-age class and three mixed-age classes. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average.

## 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. Pupils make good progress and standards are generally above average. Pupils' personal development and well-being and the care, guidance and support they receive are outstanding. The headteacher leads the school very well and there is a collective determination to ensure continuous improvement in all that the school does. It plays a vital role in the local community, acting with the church as the heart of village life.

Good achievement is evident from the time children start school in the Early Years Foundation Stage. Although their skills and experiences on entry are above those expected for their age, children make good progress and most exceed the expected goals for learning by the end of Reception. Their progress gets even better in Years 1 and 2. Some outstanding teaching enables pupils to reach very high standards by the end of Year 2, especially in reading, writing and mathematics. Standards by the end of Year 6 vary from year to year, mainly because some pupils, who are often more able, transfer to private education between Years 3 and 6. As numbers of pupils in each year group are small, this has a marked effect on the national test results. Even so, these results are usually above the national average. The small number of pupils in the current Year 6, several of whom have learning difficulties, are on track to reach average standards overall. This still represents good achievement, as pupils make consistently good progress throughout Years 3 to 6. Some of the pupils' most impressive work is in writing. In Years 2 and 4, this is of exceptional quality and reflects the school's continuing attention to improving the quality of writing across the curriculum. Thorough analysis of test results and other information on pupils' progress produce a prompt reaction to situations where progress could be even better. The emphasis placed in recent years on improving boys' writing has had marked impact on their enjoyment and standards. Having found weaknesses in boys' writing in Reception, measures were introduced to improve their skills and these are showing immediate success.

Pupils' good progress is due in particular to effective teaching. A significant number of questionnaires returned by parents commented on the high quality of teaching. Many aspects of teaching are having a positive impact on the quality of learning. Teachers use a range of strategies to extend pupils' learning, such as a series of targets for pupils to work towards in reading, writing and mathematics. Pupils know their targets well and they are encouraged to assess their own progress towards achieving their targets. By the time they reach Year 3, pupils are skilled at assessing the strengths and weaknesses in their own work and that of their classmates. They are encouraged to consider how well their work shows the specific objectives that teachers have set for the lesson. They write constructive comments in one another's books and are thoughtful when they talk to partners about each other's work. Pupils' enthusiasm for showing work they are proud of makes them great ambassadors for the school, and is one of many indicators of their tremendous enjoyment of school and their love of learning.

Teachers plan work that is carefully matched to the needs of pupils of different abilities and pupils thrive on the challenge. Pupils with specific learning difficulties and/or disabilities receive effective additional support and the intervention programmes introduced to meet specific needs are highly successful.

The school provides a rich, varied curriculum that has recently been re-planned with an emphasis on combining subjects into topics. The school council speaks for many other pupils when saying that this topic approach is making learning more interesting. At the same time, a strong emphasis

remains on ensuring that all pupils acquire basic skills and many opportunities are planned for literacy, numeracy and information and communication technology (ICT) skills to be used in each topic. The often high levels of these skills, alongside pupils' social maturity and experience of enterprise-related activities, mean that pupils are prepared extremely well for the next stage in their education and for their future lives. For a school of this size, the range of activities provided outside the school day is good. These are greatly enjoyed and high numbers of pupils participate in them. Despite recent improvements to the building, accommodation still has some limitations that affect provision. There is no permanent, designated outdoor area for the Early Years Foundation Stage and access to the playground area used for children's outdoor learning is awkward. This restricts a free flow between indoors and outdoors for children and staff. The use of the outdoors to extend opportunities in all areas of learning is satisfactory and this is only made possible by constant movement of equipment by the staff.

The excellent provision for personal, social, health and citizenship education results in pupils' outstanding personal development and well-being. This provision, alongside learning opportunities in science and physical education, has developed pupils' excellent appreciation of healthy lifestyles. They have a mature understanding of how to keep safe in school and at home. Pupils look out for and care for each other, they behave well and all work hard to meet the school's high expectations. Pupils have many opportunities to contribute to the school community and carry out their responsibilities very effectively. They also have a strong sense of civic responsibility. Projects such as traffic surveys, clearing litter from a beach and considering the implications of expansion of a local airport have involved consultation with planners and councillors and prompted well argued points of view in correspondence with a local council. Pupils appreciate that they are seen as an important part of the local community, working in partnership with local organisations, raising funds for local and national charities and taking part in local events such as music and dance festivals. Excellent links with other schools widen pupils' horizons. This reflects the school's strong commitment to developing community cohesion, although it rightly recognises that its links with international communities are not as well developed.

Leadership and management are good overall. The headteacher's clear vision and purposeful leadership have developed a collective responsibility for school improvement amongst all staff. The school knows itself well and its self-evaluation judgements are accurate assessments of what works well and what can be improved. The school leadership team carries out rigorous monitoring and evaluation of the school's performance, identifying areas for development and taking action to improve pupils' achievement. Senior management also benefits from the significant expertise and experience present in the governing body, which ensures that the school sets itself challenging targets. The school has good capacity for further improvement, having shown how successfully it has moved forward since its last inspection.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children settle quickly into school life as a result of the good liaison with pre-school providers and parents and carers. Staff are committed to ensuring that the children's welfare is their uppermost concern. Close collaboration between the two part-time teachers ensures continuity and progression in the children's learning. Their progress is checked constantly in all areas of learning. The regular recording and evaluation of the children's achievements are used well to plan what they need to experience next. There is a strong focus on children's language development and opportunities for speaking, reading and writing are exploited in many aspects

of the children's learning activities. Attainment on entry has been rising in recent years and is above the expected levels. All children achieve well and by the end of the year most exceed the expected goals for learning so that standards when they enter Year 1 are well above average.

Leadership and management of the Early Years Foundation Stage are satisfactory. Staff have not had sufficient opportunity to learn from relevant, effective practice in other schools in order to overcome the accommodation's constraining effect on the provision of a free flow between indoor and outdoor learning. Whilst the classroom is a stimulating environment promoting a high quality of learning, outdoor resources and facilities are limited and most have to be temporary. This means that the use of the outdoor area to extend children's development in all areas of learning is only satisfactory.

### **What the school should do to improve further**

- Extend the learning opportunities for children in the Early Years Foundation Stage by developing the outdoor learning environment.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Children

Inspection of Burrington Church of England Primary School, Burrington, BS40 7AD

Thank you for making us welcome in your school and for talking to us so willingly. We thoroughly enjoyed seeing you at work. You told us how much you enjoy going to school. This is not surprising because you go to a good school that is successful in helping you to learn. These are what it does particularly well:

- You are making good progress in your work and often reach high standards in reading, writing and mathematics, especially in Years 1 and 2.
- You behave well and are always willing to help one another at work and play and this makes your school a friendly, pleasant place where everyone feels safe and happy.
- You have an excellent understanding of the importance of eating healthily and taking regular physical exercise.
- In addition to your excellent school council, many more of you have responsibilities around the school that you carry out very well, which helps the school to run smoothly.
- Teaching is good and your teachers work hard to plan interesting things for you to do in your lessons. This is helping you to learn well.
- All the adults look after you carefully and make sure that you are safe and get help whenever you need it.
- The headteacher leads the school well and all the adults, including the governors, work very well together to improve it.
- We have made one main recommendation to help your school get even better:
- Improve the part of the playground where Reception children work and play.

We hope you will carry on enjoying learning and helping your teachers to make Burrington an even better school.

Yours faithfully

Colin Lee

Lead inspector