

# Burrough Green CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	110783
<b>Local Authority</b>	CAMBRIDGESHIRE LA
<b>Inspection number</b>	310419
<b>Inspection dates</b>	12–13 December 2007
<b>Reporting inspector</b>	Helen Ranger

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Helen Coppen
<b>Headteacher</b>	Mr Steve Dennington
<b>Date of previous school inspection</b>	13 October 2003
<b>School address</b>	Bradley Road Burrough Green Newmarket Suffolk CB8 9NH
<b>Telephone number</b>	01638 507236
<b>Fax number</b>	01638 507236

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This small rural school draws pupils from a wide area of Cambridgeshire and Suffolk. At present, all pupils come from White British backgrounds. When pupils join the Reception class, their attainment varies widely but is generally in line with the levels expected of four-year-olds. Quite a high proportion of the rest of the pupils are admitted part way through their primary schooling, often into Key Stage 2. Some also move out, for example into private education. The overall proportion of pupils who have learning difficulties or disabilities is similar to most schools but is considerably greater in some classes than in others. A higher than average number of these pupils have statements of special educational need.

The school is due to be rebuilt on its existing site, starting early in 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Burrough Green is a good school that has continued to cater well for its pupils since its last inspection. Parents' and pupils' views are very positive, with many saying how much they particularly appreciate the 'family feeling' in the school. One parent summed up the view of many by saying that this is 'a safe, warm and caring environment for my children to learn in'. The school welcomes and includes pupils with a very wide range of capabilities. It has a deservedly good reputation for integrating pupils who have found it difficult to settle elsewhere or those who need high levels of support with their emotional, learning or physical needs. Staffing is very stable so that teachers and support staff know pupils and their families very well. The quality of pastoral care is high.

The school's tracking of individual pupils' progress shows they achieve well compared with their starting points. Significant factors in the school's overall performance are the number with learning difficulties or disabilities and the disruption to the continuity of education for those moving from other schools. As a result, while pupils' progress is good, including those who find learning more difficult, attainment has been average in recent years. Pupils get a good start in Reception and this is built on across the rest of the school. The school has improved how it uses targets to set higher academic goals, particularly to ensure that the more capable pupils do even better. This has already had an impact on English standards, which are above average by Year 6. Mathematics is now quite rightly, a main focus for improvement. Action on this has started but it is too soon to judge its impact.

Pupils' personal development is a particular strength. They enjoy school very much and behave well. This means that they approach learning with enthusiasm and sensible attitudes. The older pupils care well for the younger ones. They work and play safely. They are involved well in school affairs, for instance through the school council. Pupils also take part in many village and parish activities. Of special note is how well pupils are adopting healthy lifestyles, recognised in a National Healthy School award. When the school was last inspected, attendance was unsatisfactory. It has steadily improved and is now in line with the national average.

Teaching and learning are good and tailored well to the needs of individuals. Lessons and additional activities are based on an interesting and varied curriculum. There has been good improvement in the ways that pupils' progress is assessed and tracked. Individual teachers now use such data more effectively to plan their lessons and set targets for pupils. Pupils get regular feedback on their work but the quality of marking is too variable and pupils are not involved enough in how to improve their learning. They have too few opportunities to reflect on and respond to their teachers' comments.

The school is led and managed well as a result of close teamwork between the headteacher, staff and governors. The school has developed its self-evaluation systems well in recent years and has an accurate view of its strengths and weaknesses. It gives good value for money and shows a good capacity to continue to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

The youngest children do well. A close partnership with the playgroup, which shares the building means that there is a very smooth transition into Reception. The staff know most children very well as individuals when they start school and there are good induction arrangements for any

who have not attended the playgroup. Teaching is good. Most children reach at least expected levels by the end of Reception. The standard of their personal and social development is particularly good. Last year's group, which included fewer with special learning needs than usual, reached standards that were well above those expected in all areas of learning. In spite of the constraints of the current building and outdoor area, an interesting and lively environment is created. Provision for this age group is managed well.

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

- Ensure that the action to raise standards in mathematics is rigorously monitored to ensure its success, especially for the more able pupils.
- Involve pupils more effectively in checking how well they are doing and in identifying the next steps in their learning.

## **Achievement and standards**

### **Grade: 2**

The school's published results in the tests taken in Year 2 and Year 6 fluctuate considerably from year to year. This is mostly because individual year groups vary in how many pupils need some additional help with learning. By Year 2 in recent years, pupils have made good progress in reading, writing and mathematics. Older pupils also do well. For example, in addition to sound literacy and numeracy standards, they have good computer skills. The past few years have seen a big increase in the number of pupils making at least two levels of progress in the National Curriculum in Key Stage 2. For example, half of last year's Year 6 reached Level 5 in English, which is considerably better than the national average. At the same time, the school was disappointed in the proportion of pupils who reached the higher levels in mathematics. It took action to address this, including grouping pupils in Years 4 to 6 by ability for lessons. This initiative is at a relatively early stage but demonstrates the school's determination to help its pupils do their best.

## **Personal development and well-being**

### **Grade: 2**

Pupils are confident learners. Their overall spiritual, moral, social and cultural development is good. They are tolerant and respect each other's differences. As 'playground buddies' and school councillors they take initiative in ensuring that they all get on well and have a say in the school. It is a close and harmonious community. Pupils say they feel safe and that, if they have a problem in or out of school, there are trusted adults they can turn to. They show an excellent commitment to leading healthy lifestyles, supported by their 'fruit and veg. snack shop' and the many physical activities they pursue. Pupils' awareness of wider society has resulted in an International School Award for their links with India, South Africa, Switzerland and France. Their good social skills and positive attitudes to learning combine with their academic achievements to equip them well for the next stage of education and for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Classrooms are busy and productive places. Lessons are interesting and teachers ensure that pupils know what they are expected to learn. The teaching assistants generally support pupils

well, although occasionally are under-occupied during the teachers' introductions to lessons. Computer resources such as the interactive whiteboards and laptops are used well to engage pupils' interest. This was seen to good effect during a class typing lesson when all pupils had plenty of individual 'hands-on' keyboard practice. Good relationships between adults and pupils underpin learning and pupils are confident to ask for help. The improved assessment arrangements mean that teachers have a good understanding of how efficiently individuals are learning and of the progress that is being made term-by-term and year-by-year.

## **Curriculum and other activities**

### **Grade: 2**

The required curriculum is covered well. Initiatives for further improvement are carefully planned such as the recent action to improve the impact of mathematics lessons. Teachers have started to link subjects together to make learning more relevant and interesting, and plan to extend this. Activities for pupils who have learning difficulties or disabilities are planned well. There is good provision for pupils' personal development. The school makes effective use of teachers' particular expertise, such as in French and music. There is a good range of extra-curricular activities. Sports activities in particular, often led by specialist coaches, offer pupils good opportunities considering the size of the school. Pupils also speak of their great enjoyment of the numerous visits, such as to a local stud farm and to the Tutankhamun Exhibition in London.

## **Care, guidance and support**

### **Grade: 2**

The day-to-day care of pupils is of high quality and there are close links between home and school. The school ensures that procedures to safeguard pupils and promote their health and safety are in place and are checked regularly. The arrangements for pupils who are vulnerable in any way are managed well. There are effective links with external agencies, such as health and social services. Academic support and guidance are improving. Pupils are generally clear about their individual or group targets and get good oral feedback on their work. The quality of written feedback is not yet as strong. Teachers' marking is encouraging but too rarely identifies the next small steps for improvement. Pupils are not encouraged often enough to make a direct response to the feedback they receive, such as by correcting an error or practising a skill they have not quite grasped.

## **Leadership and management**

### **Grade: 2**

The close teamwork between the staff and with the governing body is effective in providing well for pupils. For example, all parties have contributed to successful initiatives such as the planning for the new building. All teachers play a part in monitoring the school's work. Roles and responsibilities are delegated well. Teachers analyse performance data effectively and work together to improve teaching and the curriculum by activities such as lesson observation and sampling pupils' work. The governors are active, knowledgeable and supportive. Development planning has improved well since the last inspection and is focused effectively on raising standards further. Good partnerships have been established with parents and with other local schools and organisations. These continue to help the school improve further the education it offers its pupils.

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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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	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.



## Annex A

**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 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	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

14 December 2007

Dear Pupils

Inspection of Burrough Green CofE Primary School, Burrough Green, Newmarket CB8 9NH

I am writing to thank you all for the help you gave me during my recent visit. Your school is in a lovely setting and the plans for the new building are very exciting.

You and your parents told me that you go to a good school and I agree. The teaching is good and helps you all to make good progress. I was pleased to see your good work in literacy. Your teachers and I think that you can probably do even better in mathematics. The school has already started to work on this, especially in making sure that those of you who find mathematics quite easy do really well. You can all help by listening carefully in lessons and trying hard with your work. I have also asked the teachers to involve you more in knowing how well you are doing and what you need to do next to get even better.

Many of you told me that you enjoy school and I could see that you behave well. Well done to the older children who help the younger ones, for example in the dining room and as 'buddies' in the playground. Several of you said that your school is like a big family and that is what I saw on my visit. You obviously enjoy all the interesting activities, including clubs and trips. It was good to hear how many healthy activities you take part in, such as your snack times and all the sports that you do.

Burrough Green is a good school because Mr Dennington makes sure that all the staff and governors work well together. They make sure that your school keeps on providing you with a good place to learn and to make friends.

I hope that you all had an enjoyable Christmas. Keep making the most of all your school offers you in 2008.

Best wishes

Mrs Helen Ranger

Inspector