

Burley Primary School

Inspection report

Unique Reference Number	115870
Local Authority	Hampshire
Inspection number	312084
Inspection date	22 May 2008
Reporting inspector	Beryl Richmond

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	4-11
Gender of pupils	Mixed
Number on roll	
School	101
Appropriate authority	The governing body
Chair	Mrs Anne Johnson
Headteacher	Mrs Claire Lowe
Date of previous school inspection	8 November 2004
School address	Church Lane Burley Ringwood BH24 4AP
Telephone number	01425 403375
Fax number	01425 403375

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Pupils' achievement in English, mathematics and science.
- The quality of teaching and learning and the school's curricula for English, mathematics and science.
- The effectiveness of school leaders in addressing underachievement.

Evidence was gathered from the examination of school documentation, discussions with pupils, school staff and a governor, and observations of lessons in all classes and other school activities. The inspector took account of parents' views expressed in questionnaires. Other aspects of the school's work were not investigated in detail.

Description of the school

Burley is a small school. The majority of pupils live in the immediate area; others live in the surrounding villages. The proportion of pupils with learning difficulties and disabilities is below average. Their needs include dyslexia, severe learning difficulties, behavioural, social and emotional needs and physical disability. Almost all pupils are of White British heritage. Few pupils are known to be eligible for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Burley is a good and improving school. The headteacher and the committed staff team are very focused on improving standards and achievement and ensure that the care and welfare of every child are at the heart of the school's work. By Year 6, pupils make good progress in learning basic skills and outstanding progress in writing. They enjoy a rich range of experiences. Although some aspects of pupils' personal development and well-being are excellent, including their behaviour, overall it is good. Pupils are friendly, polite and confident. They feel safe, thrive in the school's encouraging environment and have a very good understanding of what they need to do to stay healthy. Pupils say that they enjoy school very much. However, their attendance is only average. Whilst some absence is due to sickness, some is due to holidays during term time. The school has good procedures to try to bring about an improvement in attendance but their impact has been limited. The school has excellent links with a wide range of organisations to support learning and pupils' and their families' welfare.

There is a wide range of abilities on entry to Reception and the children make good progress from these varied starting points. This good progress continues in the rest of the school and pupils are on track to meet challenging targets by the time they leave in Year 6. In 2007 standards at the end of Year 2 were broadly average overall but below average in mathematics. There was a greater proportion of pupils with moderate learning difficulties and social, behavioural and emotional needs than usual in this class. National tests last year in Year 6 show that standards were exceptionally high in reading and writing, and above average in science and mathematics. Mathematics standards have improved but are not yet quite as high as English and science. The robust actions taken by the school to improve the teaching and learning of mathematics has not fully impacted as yet on pupils' standards.

In the past progress has been inconsistent across the school and standards at the end of Key Stage 1 have not been as high as they should be. Recent improvements in the quality of teaching and the curriculum have started to reverse the decline in standards. This year a greater proportion of pupils in Years 2 and 6 are on track to attain the higher levels in English, mathematics and science than last year. Pupils' progress is tracked rigorously and support is provided to ensure that pupils make at least the expected and often better rates of progress. Pupils with moderate learning difficulties and social, emotional and behavioural needs usually make good progress because of the effective support that they receive, including from learning support assistants. By the time pupils leave the school, they are well prepared for the next stage of learning in secondary school.

Pupils achieve well because of good teaching and their enthusiasm for learning. Their progress throughout the school is becoming more consistent because the school has focused on improving the quality of teaching and learning. Lessons are usually stimulating and consequently engage learners. Adults enjoy very good relationships with pupils and so classrooms are harmonious places for learning. Marking is usually good and pupils say that they find it helpful because teachers show them how to improve. Pupils are involved effectively in developing their targets for reading, writing and mathematics, using language that is meaningful to them. Teachers refer to targets in lessons and they are clearly displayed in classrooms. Pupils value their targets and are clear about what they need to do in order to achieve them. For example, Year 2 and 3 pupils tackled with enthusiasm the task to improve their 'creation' writing. The quality of mathematical tasks has been improved and an emphasis on learning mathematical language has led to improved progress. This vocabulary is highlighted well and pupils are encouraged to

use the correct terms but although the relevant vocabulary is shown on wall displays it is not always referred to during the lesson to help pupils remember the words.

The good curriculum includes many opportunities for meaningful writing in other subjects, which particularly stimulate boys' interest. Pupils say that they enjoy the integrated learning units, which link subjects together to make learning interesting. In order to raise standards in science, particularly those of the more able girls who did not achieve as well as boys in Year 6 last year, the school has focused successfully on improving the results and conclusions of investigations and on scientific vocabulary. Support programmes are provided for pupils with learning difficulties and more able pupils are provided with extra challenge through extended group work. Problem solving has also been improved. Pupils make a good contribution to their own community through, for example, being young governors and play leaders. They actively support a range of charities.

The headteacher and the leadership team have a good understanding of the school's strengths and where weaknesses are identified, there are excellent strategies for improvement. For example, boys' progress in Year 3 has improved and pupils' progress in mathematics by the end of Year 6 is improving although it is not yet quite in line with English and science. Governors are committed, knowledgeable and offer good support and challenge to school leaders. The school has good capacity for improvement.

Effectiveness of the Foundation Stage

Grade: 2

The school establishes good relationships with parents and children because of its effective induction procedures, which include home visits, workshops and opportunities to visit the class before children start school. In the past the children's standards on leaving Reception have been close to those expected for their age. Standards are improving because this year children are making good progress. In particular, since the introduction of more rigorous teaching of sound and letters, children's progress in reading and writing has improved. Children are provided with interesting activities, with a strong focus on practical activities and language development. Currently there are insufficient outdoor opportunities to provide a wide enough range of stimulating and interesting learning for pupils in the Foundation Stage. The school is taking action to improve both the indoor and outdoor provision by relocating classes and making external alterations. Children have opportunities to develop independence through self-initiated activities and also benefit from focused sessions where the teacher challenges their understanding through good questioning. The Foundation Stage is well led and managed. Pupils' overall progress is tracked well.

What the school should do to improve further

- Improve standards in reading, writing and mathematics by the end of Year 2 by ensuring that pupils are consistently challenged to do their best.
- Make better use of the outdoor environment in the Foundation Stage to make the curriculum more practical and stimulating.

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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 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 ¹ 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 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	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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	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

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	1
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

05 June 2008

Dear Pupils

Inspection of Burley Primary School, Ringwood, BH24 4AP

Thank you very much for your help when I visited your school recently. I really enjoyed my day with you and was very impressed by your friendliness and good manners. I think that your school is good and improving and that you are achieving well. This is because your teachers and learning support assistants teach you well but also because you are enthusiastic about your work and try hard. You value your targets for improvement and you use them well to help you learn. I was impressed by your excellent behaviour. The school looks after you well and helps you to develop as healthy, thoughtful and caring young people. You are getting off to a good start in the Reception class, and make good progress as you move through the school. In particular, you are making outstanding progress in writing. You are well prepared for moving on to secondary school. Teachers check on your progress well, so that if you need some extra help to enable you to do as well as possible, it is provided.

Your headteacher leads your school well and seeks to make it even better. The staff work together as an effective team to do their very best to provide you with a good education.

I have asked your school to help you to do your very best so that your standards in reading, writing and mathematics are higher by the end of Year 2 and also to improve the outdoor provision for the Reception class.

So that you can learn as well as possible, please try to attend school regularly. I would like to send you my very best wishes for your future success.

Yours sincerely

Beryl Richmond

Lead Inspector