

# Burleigh Primary School

## Inspection report

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<b>Unique Reference Number</b>	117367
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	312588
<b>Inspection dates</b>	12–13 January 2009
<b>Reporting inspector</b>	Martin Beale

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	375
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jo Taylor
<b>Headteacher</b>	Mr Garry Virtue
<b>Date of previous school inspection</b>	5 July 2004
<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>	Blindmans Lane Cheshunt Waltham Cross Hertfordshire EN8 9DP
<b>Telephone number</b>	01992624045
<b>Fax number</b>	01992624560

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Burleigh Primary is a well above average sized school in which free school meal eligibility is above average and rising. The proportion of pupils from minority ethnic backgrounds is broadly average, and nearly all pupils speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is average and rising, but the number with a statement of special educational needs is low. Provision in the Early Years Foundation Stage (EYFS) is through two Reception classes, which children enter in either September or January. The school has received the Activemark in recognition of its successful provision for physical education and sport, and the Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's judgement that its effectiveness is satisfactory is confirmed by the inspection. Parents are happy with what the school provides. One summed up the view of many when writing, 'We have been impressed with the care and support given to our children throughout their time at Burleigh.' The headteacher and deputy headteacher work closely as a team to focus staff on improving the quality of their work, with mixed success. This is in part because the emphasis has been on introducing initiatives without always defining the required impact on achievement.

Teaching is improving and is satisfactory overall, but does not consistently move the pupils' learning forward at a sufficient pace. Consequently, achievement is satisfactory rather than good. Pupils show how positive they can be towards learning when teaching is stimulating and challenging, features which are not seen in all lessons. From skills as expected for their age on entry, pupils make satisfactory progress and standards are broadly average by the time they leave Year 6. Although pupils make satisfactory progress in writing, opportunities are missed to develop their skills across a range of subjects. Pupils' progress is variable in mathematics at Key Stage 2 because lessons do not always challenge them sufficiently.

Parents are almost unanimous in their happiness with the school's care for their children. This supports their good personal development and well-being. Pupils say they feel safe, incidents are dealt with constructively and they are confident to turn to adults if they are worried. Most pupils behave well in lessons and around the school and show consideration for others. They greatly enjoy the additional activities provided within and beyond the school day that add much to their experiences and learning. Sport makes a considerable contribution to school life, helping the pupils appreciate how to stay safe and healthy. Pupils have a voice in the school, but there is scope to exploit their desire to be involved with the wider community.

The school is largely aware of its qualities and areas for improvement, but evaluation has not always focused sharply on the impact of actions intended to improve pupils' achievement. The headteacher and deputy headteacher have brought greater rigour to systems for checking pupils' progress, so that any underachievement can be picked up quickly. Targets are increasingly challenging but not yet at a level to sustain improvements in standards. Changes to the governing body had reduced its impact, but under the astute leadership of the new Chair of Governors, it is starting to provide greater challenge. The school has a satisfactory capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Welcoming and caring staff settle children quickly into the EYFS and ensure that their physical, emotional and social needs are suitably met. Children make satisfactory progress from skills as expected for their age on entry. Most reach their expected goals by the time they leave the Reception class. They grow in confidence and are suitably prepared to take part in all that the school has to offer by the time they leave Reception. Adults model acceptable behaviour, such as taking turns, listening and responding. Children begin to develop independence with resources and take responsibility for putting them away. Adults plan purposeful and engaging activities, particularly to develop literacy and numeracy, and check on the development of specific skills and understanding. However, these are not of sufficient quality to extend children's learning

across all areas of the curriculum, through either purposeful play or related activities, allowing them to revisit what they have learned and test out their ideas in different ways. The outdoor area is currently limited in the range of opportunities that it offers to extend children's learning. Adults engage children in conversation and use questioning well to extend their speaking and listening skills, but do not always exploit these opportunities when children are engaged in activities that they have initiated themselves.

The EYFS has experienced changes in leadership, with the result that planning for improvement lacks a sharp focus on learning. Systems are now in place to check how well children are doing, and ensure that they are on track to reach the levels expected for their age. Work is rightly continuing to ensure that this information is always accurate and that the best use is made of it so that children always do as well as they can.

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

- Focus leaders at all levels on evaluating the impact of the school's activities on pupils' achievement and learning.
- Raise achievement in writing and numeracy by providing opportunities to develop skills across subjects, and ensuring consistently greater challenge in mathematics lessons.
- Bring greater rigour to the Reception classes to ensure high quality, continuous learning in all curriculum areas both inside and outdoors.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils build securely on their start in the EYFS during their time in the main school making satisfactory progress from their average starting points. Results of assessments for Year 2 pupils have fallen slightly in recent years and were below average for the most recent group. School data and pupils' work suggests this has been reversed for the current Year 2 pupils. Test results for Year 6 pupils in English and mathematics rose in 2008 and indications are that this improvement in standards is at least being maintained currently. Boys do not do as well as girls in reading and particularly in writing as shown by Year 2 and Year 6 results. Progress is slower in mathematics at Key Stage 2 than in English, and Year 6 test results are lower. Fewer pupils than previously reached above expected levels in science because of insufficient teaching of enquiry skills. This is a matter the school is in the process of tackling. The progress of pupils who need extra help with their learning or language development is satisfactory. Support staff make a valuable contribution to their achievement through help in classes or in withdrawal sessions.

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

### **Grade: 2**

Pupils' good personal qualities and secure basic skills mean they are suitably prepared for the next stage of their education and beyond. By the time they leave the school, they have developed their own set of values and beliefs. These inform their behaviour, which for the majority is good. Teachers and support staff work together to ensure that the behaviour of those who have difficulty maintaining the high expectations held of them does not interfere with the

learning of others. Pupils are cooperative and caring and, in the best lessons, they can be seen to appreciate the wonder of the world in which they live. However, their understanding of their own and other cultures is less well developed. Pupils understand how to keep safe in their daily lives. They enjoy physical activity and understand the importance of eating healthily. They make a satisfactory contribution to the school and wider community through, for example, the school council and as peer mediators. They take their responsibilities seriously but say they would like the chance for children of all ages to contribute more to school and community life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. The focus on improving it is having success, but not consistently across the school. Lessons are seen to engage and fire the pupils' imaginations when questions challenge their thinking, and teachers choose activities carefully, using technology and resources imaginatively. In these lessons, teachers place the pupils' learning at the heart of their planning. Pupils gain much enjoyment from working with their learning partners and undertaking a constructive evaluation of their work or that of others. Some lessons lack these good features and are not focused sharply on pupils' learning. Pupils lose interest when activities are repetitive and do not challenge their thinking, such as can be the case at times in mathematics. They then show only limited engagement with what they are doing.

### **Curriculum and other activities**

#### **Grade: 3**

The school gives suitable emphasis to developing basic skills, but not always to their application such as through investigations in mathematics and science, or making writing tasks more inspiring and across subjects. Close links with a local secondary school enable the school to provide a wide range of sporting experiences both within and beyond the school day. Pupils and their parents value these activities greatly because they considerably broaden the range and types of sport the pupils can experience. Themed activities such as performing arts week add much to the pupils' experiences and enjoyment of creativity in the curriculum, but the school has not taken the opportunity to integrate learning by linking subjects. Pupils are proud of their participation in other musical events, such as singing with the school choir at the Royal Albert Hall. All Year 4 pupils have the opportunity to play a stringed instrument, with this extended at present to Year 5. The teaching of both French and German to Key Stage 2 pupils enables them to develop a wider understanding of European culture and customs.

### **Care, guidance and support**

#### **Grade: 3**

The school has appropriate systems to ensure that pupils are secure in its care. It looks after vulnerable children and those with specific medical needs well. Members of staff are able to give sensitive and practical support because they communicate well with families. The school works hard to raise expectations of regular attendance through competitions and rewards. Little by little, attendance is improving although the school has not significantly reduced the number of persistent absentees. Academic guidance is improving as assessment becomes more rigorous and accurate. Pupils are clear about what they need to learn, but personal targets do not always give pupils sufficiently high aspirations of what they might be able to achieve if

they tried harder over a longer period. The school's links with other professionals helps to focus appropriate programmes for pupils who need specific support with their learning. However, the school does not always react swiftly enough to ensure additional support is having the desired effect on raising achievement.

## **Leadership and management**

### **Grade: 3**

The direction established by the headteacher and deputy headteacher has led to some improvements in pupils' standards. They have brought greater rigour to systems for monitoring the work of the school and checking the pupils' progress. However, these systems are not yet embedded enough to quicken the pace of school improvement. They focus too much on processes rather than on impact on the pupils. There is a shared commitment by staff to build upon this upturn in achievement and standards. Several middle leaders are new in post and their roles are still to be developed to have maximum impact on the pupils' achievement. Governors are well led. They understand the school's qualities and are becoming more adept at holding school leaders to account for their work. The school makes a reasonable attempt to help the community to pull together. Effective work is being carried out through the 'Extended Schools' partnership to involve parents more in their children's learning. However, the school has not planned how to improve its contribution to sustaining cohesion within and beyond the immediate community.

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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?	3
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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

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

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

<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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which 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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

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

14 January 2009

Dear Pupils

Inspection of Burleigh Primary School, Cheshunt, EN8 9DP

You will probably remember that inspectors visited your school not too long ago and I am now writing to let you know what we found out. Before I do, I would like to say 'thank you' for making us feel welcome and for being ready to share your thoughts about your school. We had a chance to talk with many of you, and I have told your teachers how very helpful and polite you were. In our discussions with you, it was great to hear how much you enjoy school. It was also good to hear that you feel safe in school and there is always someone to talk to if you are worried.

Everyone cares for you well and makes learning fun through the clubs and other activities, particularly for sport and music. You make satisfactory progress during your time at school and behave well. We were pleased to see how keen you are to adopt a healthy approach to your diet and the way you take exercise. Some of you do not attend as regularly as you might, which means you do not do as well as you could.

There are three things we think would help to improve the school. We have asked everyone to make sure they are clear that what they do directly benefits your learning. We have asked your teachers to push learning forward more rapidly in writing and mathematics. We also feel that the youngest children in Reception could be helped to learn better.

All of the staff and governors want the school to improve and we know you will play your part by continuing to behave well and working even harder. We wish you every success in your future.

Yours sincerely

Martin Beale

Lead inspector