

Burghill Community Primary School

Inspection report - amended

Unique Reference Number	116667
Local Authority	Herefordshire
Inspection number	326426
Inspection date	26 February 2009
Reporting inspector	Hazel Callaghan

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	86
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
Appropriate authority	The governing body
Chair	Sally Roberston
Headteacher	Victoria Walker
Date of previous school inspection	23 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Burghill Hereford HR4 7RP
Telephone number	01432 760240
Fax number	01432 761122

Age group	4–11
Inspection date	26 February 2009
Inspection number	326426

Amended Report Addendum

Report amended due to administration error

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

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

- the current rates of progress and predicted standards of pupils through the school
- how well assessment is used by teachers to ensure pupils' work matches their learning needs and how it is used to help pupils to understand how to improve so their progress accelerates
- how governors and leaders at all levels help the school move forward with sufficient speed.

Evidence was gathered from the school's assessments of pupils' standards and progress and an analysis of the results of the 2008 tests. There were observations of teaching and discussions took place with senior leaders, staff, governors, a local authority adviser and pupils. Parents' responses to the Ofsted questionnaire were also analysed. Other aspects of the school's work were also investigated in detail, and the 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 this report.

Description of the school

Burghill Community Primary is a small school. The vast majority of its pupils are from families of White British heritage. The proportion of pupils with learning difficulties and/or disabilities fluctuates from year to year but it is broadly average overall. Children in the Early Years Foundation Stage are taught in the Reception class. Burghill Paint Pots Rising Fives is a privately run group which operates one afternoon a week in a building situated on the school site; this provision will be reported separately. Many of these children attended the village pre-school play group before starting school. There have been a lot of disruptions in the staffing over the last three years but this appears to have been resolved. The current headteacher has been in post for a year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Burghill Community Primary provides a satisfactory education for its pupils. Disruptions in staffing over the past few years have caused significant difficulties in ensuring a sufficiently high standard of teaching and this has resulted in pupils' inadequate progress in Years 1 to 6. These difficulties have been overcome and there has been steady improvement across the school. Pupils' progress is now accelerating and standards are rising. The school recognises that there is still a way to go before standards are as high as they could be but the 'corner has been turned'. Standards in Year 2 and in Year 6 were broadly average in the last national tests and pupils are now making satisfactory progress in their lessons. Standards in the current Year 6 are higher than they have been for several years and all pupils are on track to reach the expected standards with a good number likely to reach the higher Level 5. Parents are fully aware of the difficulties the school has experienced and, although many have been concerned about the lack of pupils' progress, they recognise the good lead being given by the headteacher and appreciate that teaching and learning have improved.

The children in the Reception class have not experienced the turmoil evident in several other classes and the provision for children in the Early Years Foundation Stage continues to be good. Under the effective support of the local authority and the accurate evaluations and guidance of the headteacher, teaching in Years 1 to 6 is now typically satisfactory with good practice clearly evident in some year groups. Teachers now plan more effectively for the full range of abilities for their class. Assessment of pupils' work is more accurate than in the past but it is still not used effectively enough to ensure that all pupils are given tasks that are sufficiently challenging, especially for the most able pupils. Teachers give pupils a good understanding of what is to be learnt in each lesson and a satisfactory view of how to be successful in their tasks, but this support is inconsistent and not all pupils understand how well they are doing or are sufficiently aware of how to improve. The quality of teachers' marking, for example, is only effective in some classes. It gives pupils guidance on the aspects they need to improve, but this is not the case in all classes. Similarly, targets for their next stages in learning are effectively discussed with some pupils but this is also ineffective in some year groups, and this slows the progress pupils make. Their social and moral development is good and relationships in all classes are good. Pupils want to do well. They concentrate effectively and try to do their best. Pupils with learning difficulties and/or disabilities are given appropriate levels of support and make similar progress to their peers. Pupils enjoy their lessons and behave well in and out of class. Attendance is above that found nationally. All pupils are given good opportunities to show initiative in their work and they work well on their own or in groups, developing the skills needed for independent learning. These skills, alongside the broadly average range of language and numeracy skills, prepare pupils satisfactorily for the next stage of learning.

The school provides good levels of personal and pastoral care for the pupils and not surprisingly they say they feel safe and well cared for. The school places a strong focus on promoting pupils' social and moral development, and the 'Values Education' programme, alongside other aspects of the school's personal, social and health education, ensures pupils' personal development and well-being is good. This is a strength of the school's curriculum, which has satisfactory breadth and balance. Teachers are increasingly looking for ways to make positive links between subjects so that lessons are more relevant to pupils' experiences. Pupils have a good understanding of how to develop a healthy lifestyle and to keep themselves safe. Satisfactory links with other schools enrich the school curriculum, especially for pupils with additional talents

and gifts, and an increasing range of visits also extends the experiences of all pupils. This makes their learning more interesting and meaningful. Pupils are given good opportunities to contribute to the life of the school. Links with schools in India and opportunities to raise money for various charities extend pupils' awareness of communities around the world. There are, however, too few opportunities for pupils to gain an appreciation and understanding of the cultural diversity in Britain.

Leadership and management of the school are satisfactory. The headteacher provides a clear view of what needs to be achieved in order for the school to improve. Her evaluations are accurate and have led to effective action. The staff have a better understanding of their part in ensuring pupils achieve well and are enthusiastic about their roles as subject leaders. Some of these roles are still very new and, although appropriate plans are now in place, there has been only limited time to see the impact of their strategies for improvement. Governors, too, are well focused on ways to support the staff. They have introduced procedures by which they are able to monitor the school's effectiveness but are not yet fully involved in planning for the future. The governors have introduced stronger systems for communicating with parents and keeping them informed, which is beginning to promote a stronger partnership. They have identified the need to better promote community cohesion and plans are in the process of development. School improvements are all fairly recent but their influence on raising standards is beginning to bear fruit. The capacity for further improvement is satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for children in the Early Years Foundation Stage is good because teachers have an effective understanding of how these young children learn. They use children's interests to plan activities that help them build knowledge and skills. Children start in the Reception class with a broad range of abilities but many have a narrower range of skills and experiences than is expected for children of this age. Sensitive support from all the adults and good links with parents enable the children to settle happily and to become confident in their own abilities. A good range of resources and activities engage children's interest. There is an effective balance of activities both inside the classroom and in the safe area outside to motivate children's learning. Good opportunities are made for children to design their own tasks, to experiment and explore. Children consequently make good progress and reach the standards expected at the end of Reception class with a good number reaching higher standards. The Reception classroom provides a stimulating environment, especially for promoting children's language skills. There are many exciting activities that encourage children to write, to retell stories and to plan their own learning. Mathematics is taught well but there are fewer opportunities for children to revisit activities and to consolidate mathematical understanding through play. The Early Years provision is well planned. Teachers evaluate the activities and monitor their success in promoting children's good learning. Information about each child's progress is recorded carefully so that next steps are effectively identified. Monitoring the relative progress of the whole class in each of the areas of learning is not sufficiently made, however, and this restricts the leaders' ability to analyse the overall strengths and weaknesses of the Early Years Foundation Stage provision.

What the school should do to improve further

- Use the information from assessment more effectively to identify pupils' next steps and to plan activities that challenge their thinking and so ensuring pupils make good progress.

- Give pupils guidance so they understand more clearly how well they are doing and how they can improve.
- Provide more opportunities for pupils to learn about the diversity of cultures in Great Britain.

A small proportion of 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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?	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?	2

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/or disabilities make progress	3

¹Grade 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

How good are 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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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**

Dear Children

Inspection of Burghill Community Primary School, Hereford HR4 7RP.

Thank you for making us so welcome and answering our questions when we visited you. You have a good understanding of how your teachers help you and you enjoy school. At present, it provides you with a satisfactory education but you have noticed how things are improving. Here are some of the things we found out about you and your school.

- You are making better progress in your work and most reach the standards expected of you when you leave school at the end of Year 6.
- You behave well and you get on with each other very well. You are polite, friendly and helpful to everyone. You understand how to keep yourselves safe, and make positive choices about staying healthy and fit.
- You clearly enjoy your lessons and you work hard and want to do well.
- The provision for those of you in the Reception class is good.
- Your teachers work hard to make sure that your lessons are interesting but activities do not always sufficiently ensure you make good progress
- All the staff look after you well so you feel safe and happy.
- The school is well led by your headteacher who has a good understanding of what is needed for your school to get even better.

There are some ways in which your school can improve and we have asked your headteacher, teachers and governors to do three things.

- Monitor your work carefully and use the information to set you activities that will challenge your thinking and help you improve.
- Help you understand how well you are doing and to help you know how to get better in your work.
- Provide you with opportunities to learn about the wide range of peoples who live in England.

Remember, you can help by continuing to work hard. Thank you again for helping us with our questions and making our visit to your school so pleasurable.

Yours faithfully

Mrs Callaghan

Lead inspector