

Burghclere Primary School

Inspection report

Unique Reference Number	115868
Local Authority	Hampshire
Inspection number	338674
Inspection dates	9–10 February 2010
Reporting inspector	Chris Kessell

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 of pupils on the school roll	118
Appropriate authority	The governing body
Chair	Mrs Vicki Davies
Headteacher	Mrs Jean Holdcroft
Date of previous school inspection	17 January 2007
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Introduction

This inspection was carried out by two additional inspectors. Five lessons were observed in depth and a number of others briefly visited. Every teacher was observed at least once and about a third of inspection time was spent looking at learning. Interviews were conducted with groups of pupils, governors and members of staff. Inspectors observed the school's work, and looked at planning documents, minutes of the governing body, records of the school's monitoring of teaching and learning, policies relating to the health and safety of pupils, evaluations by the local authority and the responses of all 89 parental questionnaires, plus those received from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The quality of learning for different groups and individuals.
- The quality of pupils' assessment of their own work, and their views on how it helps their learning.
- How well leadership and management are driving school improvement.

Information about the school

Burghclere Primary is smaller than the average primary school. Most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average, the majority having moderate learning or speech, language and communication difficulties. About 42% of pupils travel to school from outside the village. The school is oversubscribed. There have been significant staff changes during the current academic year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Burghclere Primary is an outstanding school. Excellent leadership and management have ensured that the school has remained successful despite significant staff changes. Many aspects of pupils' personal development are outstanding. Pupils work hard in a very safe environment and thoroughly enjoy coming to school, as reflected in high levels of attendance. Pupils make good progress in their work so that attainment is above average by the time they leave Year 6, and they are very well prepared for later life. This is the result of consistently good and improving teaching of a curriculum that pupils find interesting and exciting, and high quality care, guidance and support. All staff have a precise understanding of the needs of individual pupils as a result of the rigorous monitoring of their progress. Consequently, pupils do consistently well because the school is able to rapidly identify any who need additional support.

Pupils take an active role in the life of the school. They contributed to the design of outdoor areas and the recruitment of staff. They monitor snacks at break times to ensure that they are healthy. The school council represents pupils' views actively and contributes well to a collaborative environment where everyone is valued. Behaviour is exemplary and pupils treat one another kindly and work very well together in class. The majority of parents support the school and value the contribution it makes to their children's academic progress and personal development; one said, 'Burghclere is the sort of school that parents dream of sending their children to, and my child is there!' Pupils whose circumstances make them vulnerable are cared for very well. The school's excellent links with a wide variety of partners bring clear benefits to the pupils.

The quality of teaching is improving as new staff find their feet, helped by a very secure system of monitoring and support. Lessons are already of consistently good quality in most respects. Teachers' marking is helpful and pupils particularly appreciate the opportunities to assess their own and each other's work. Year 6 pupils commented positively, for example, about the times they read out each other's written work and offered sensible suggestions for improvement. Pupils state that they like 'listening to each other'. The only notable weakness is that while older pupils have a good understanding of their targets for improvement, those in Years 3 and 4 are less clear, and many of the younger pupils cannot understand their targets because they are not written in age-appropriate language.

Staff are strongly supported and work very effectively as a team. Senior leaders and governors have a very good understanding of the school's many strengths and areas to improve. New staff are developing well in their roles and the school demonstrates a very strong capacity for sustained improvement. Above average standards have been maintained and the tracking of individuals' progress has become very effective. This

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ensures that all pupils are now making at least good progress, and are very well placed for it to be even better.

What does the school need to do to improve further?

- Ensure that all pupils know their targets for improvement as well as the pupils in Years 5 and 6 by:
 - introducing similar targets for pupils in Years 3 and 4
 - giving targets to the youngest pupils that they can understand.

Outcomes for individuals and groups of pupils

1

Pupils say that learning is fun and that they learn a lot in lessons. They concentrate very well on tasks and work well with a partner or in groups. Pupils try their best at all times. Along with extremely positive classroom relationships, this has a positive impact on pupils' good achievement and enjoyment of learning. Years 1 and 2 pupils enthusiastically worked in groups and talked confidently about their work when comparing digital and analogue time. They showed good levels of independence. Pupils in Years 3 and 4 sensibly and maturely worked with partners, rapidly responding to questions posed by their teacher in their spellings and phonics work. Years 5 and 6 pupils showed high levels of motivation as they worked on probability problems.

The consistency of good provision and a strong focus on the progress of individuals by all staff mean that all groups of pupils make good progress as they move through the school. The work seen in Year 6 in lessons and pupils' books was above average in English, mathematics and science. Pupils with special educational needs and/or disabilities make at least good progress. Many make excellent progress because of the high quality support they receive.

Pupils feel safe at school and confidently talk to adults if they have a problem or concern. Many of the younger pupils talk to the older ones who act as 'playground friends'. Encouraged by a wide range of initiatives, often set up by themselves, pupils have an excellent understanding of what constitutes safe and unsafe situations. They make healthy choices, taking plenty of exercise and eating sensibly at break and lunchtimes. Year 6 pupils were observed leading their parents through an energetic warm-up and exercise programme. Pupils consider important issues carefully. Years 1 and 2 pupils provided examples of how they felt when things made them angry during circle time. Pupils' spiritual, moral and social development is a significant strength of the school. Pupils leave school confident and very well prepared for the next stage of their education. They make significant contributions to the school and local community and are beginning to experience meeting children from backgrounds that are different from their own.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is well on the way to being outstanding, and is already good in most respects. Pupils in Years 5 and 6 benefit from high quality marking that not only provides them with supportive comments, but also helpful suggestions on how to improve their work. Oral feedback to pupils is good across the school. Teachers' questioning is always effective and makes pupils think very carefully about their learning. Regular group work promotes good speaking and listening. Other adults provide effective and well-targeted support to pupils who need extra help or find learning difficult. Good use is made of the information that teachers and other adults have about individuals so that different needs and abilities are met well. Older pupils say that their learning targets in English and mathematics help them to understand how well they are doing and how to improve, but this is not always the case for younger pupils.

The curriculum includes excellent provision for the pupils' personal, social, emotional and health education. The range of activities available beyond lessons is good, as is the breadth of the visits and visitors who come to the school and add richness to pupils' learning. Many pupils commented positively about all of the extra activities they have available. The curriculum is generally well planned and meets the needs of pupils well, but the school is making good strides in developing it further. A fully integrated curriculum where subjects are naturally linked together in topics is now operating in Years 5 and 6. This is in the early stages, but there are plans to extend the initiative

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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further down the school.

Pupils benefit from exceptionally high quality care, guidance and support. There is excellent support for pupils who find school and learning difficult. All adults know pupils exceptionally well. A typical view expressed by one pupil was, 'Everyone here is very kind.' Arrangements to help children settle into the Reception class and for pupils to move from year group to year group are very good.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership is skilled and caring. Staff morale is exceptionally high and staff are extremely proud of their school. The school's self-evaluation of its performance is extremely accurate and informed by careful monitoring of provision and analysis of performance data. Equality of opportunity is at the heart of the school's work. This ensures that there is no discrimination or anti-social behaviour, and the performance of each individual pupil is looked at regularly. As a result, there is no variation in pupils' performance. The school's motto of 'learning, growing and succeeding together' is clearly met. At the time of the inspection, the school's safeguarding arrangements were outstanding. Meticulous records are kept and all requirements are fully met. There has been a very thorough analysis of the school's contribution to community cohesion. Good plans are in place to ensure that pupils will have opportunities to meet with children from different backgrounds and communities. Governors involve themselves very closely with the school. They are not afraid to ask challenging questions and hold the school to account. They regularly monitor provision and are active in the life of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Close liaison with pre-school settings and with parents ensures children settle quickly and happily into school. Children achieve well from starting points that are often below the levels expected for their age, especially in aspects of communication, language and literacy and calculation. Attainment on entry is lower than at the time of the previous inspection. Children have good opportunities to experience different areas of learning and benefit from working with Year 1 pupils who act as good role models. There is plenty of space outside for children to work, play and explore. The school correctly recognises that it does not maximise children's learning by encouraging children to flow freely between the inside and outside learning areas throughout the day.

Children are confident, happy and work and play well together. Staff ensure that there is an appropriate mix of activities that children work at independently and those led by adults. Assessment has a high priority, as it does in the rest of the school, and all staff have a good understanding of individuals' needs. Occasionally, children are not fully challenged by the activities that they are given. The leadership of the Early Years Foundation Stage is effective in ensuring that children are safe and well cared for, and that all welfare procedures are in place. Children have very trusting relationships with adults, behave very well, play happily together and enjoy learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are supportive of the school. The comments they made on questionnaires were positive, especially with regard to the good quality teaching and the welcoming, professional staff. A number of parents believe that their children are lucky to attend such a good school. A few parents or carers have mixed views about

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behaviour, but the inspectors found pupils' behaviour to be excellent.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burghclere Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	56	36	40	1	1	0	0
The school keeps my child safe	55	62	32	36	2	2	0	0
The school informs me about my child's progress	39	44	44	49	6	7	0	0
My child is making enough progress at this school	40	45	39	44	4	4	3	3
The teaching is good at this school	41	46	42	47	3	3	0	0
The school helps me to support my child's learning	38	43	42	47	7	8	0	0
The school helps my child to have a healthy lifestyle	46	52	38	43	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	46	38	43	2	2	0	0
The school meets my child's particular needs	36	40	38	43	2	2	0	0
The school deals effectively with unacceptable behaviour	42	47	33	37	12	13	1	1
The school takes account of my suggestions and concerns	35	39	47	53	2	2	0	0
The school is led and managed effectively	44	49	42	47	2	2	0	0
Overall, I am happy with my child's experience at this school	49	55	35	39	5	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 February 2010

Dear Pupils

Inspection of Burghclere Primary School, Newbury, RG20 9HT

Thank you for being so helpful and friendly when we visited your school recently. We enjoyed talking to you and watching you work and play. You go to an outstanding school that has a number of exceptional qualities. Your behaviour, for example, is excellent and the quality of care you are offered is outstanding.

You make good progress so that by the time you leave at the end of Year 6, standards in English, mathematics and science are above average. You do well because teaching is good and the school is led and managed very well by the headteacher, staff and governors. All staff are very kind so that if you need any extra help or support it is immediately on hand. The staff also know you very well because they monitor your progress very thoroughly. Years 5 and 6 pupils have a good understanding of their learning targets and how they help them with their learning. This is not always the same in other classes so we have asked the headteacher, staff and governors to improve learning targets in other classes.

Staff and governors are ambitious to improve the school even more. You can help by working hard, presenting your work neatly and behaving well. The school council should carry on its good work as well.

Wishing you every success for the future.

Yours sincerely

Chris Kessell

Lead inspector

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