

# Burford Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122429
<b>Local Authority</b>	Nottingham
<b>Inspection number</b>	340145
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	Alan Giles

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Simpson
<b>Headteacher</b>	Shaun Farrington
<b>Date of previous school inspection</b>	1 June 2007
<b>School address</b>	Oxclose Lane Arnold Nottingham
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons and held meetings with governors, staff, groups of pupils and parents. The inspectors looked at school policies, assessment documentation to show pupils progress and reviewed 36 parental questionnaires.

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

- the impact of strategies to improve standards and achievement in English
- levels of behaviour and safety inside and outside of school
- teaching and target setting for all groups of pupils
- how well leaders and the governing body are tackling key issues for improvement.

## Information about the school

The proportion of pupils who have special educational needs and/or disabilities is high. Close to a quarter of pupils are from minority ethnic groups but few are learning English as an additional language. The Early Years Foundation Stage provision is in one Nursery class and one Reception class. The school has achieved a number of nationally recognised awards including the Investors in People, Activemark and the Healthy Schools awards.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Burford Primary and Nursery is a satisfactory and improving school. The recently appointed leadership team and governors are firmly focused on raising standards in the core subjects from their present low base. In doing so, they quite rightly identified the need to accelerate pupils' progress which is now good. Since the last inspection there has been considerable improvement in the way leaders and subject managers have used self-assessment procedures to provide the additional rigour to improve provision and outcomes. Leaders and managers have been successful in addressing some key issues relating to school improvement and in communicating their vision for the school to staff and pupils. This is successfully enabling pupils to catch up on their learning from low starting points. The close teamwork and success of the leaders in tackling recent significant weaknesses give the school good capacity for sustained improvement.

Children get off to a satisfactory start in the Early Years Foundation Stage but staff are not able to tailor provision to children's individual needs fully because assessments are not sharp enough. The outdoor area is not always used to best effect in providing a full range of activities across areas of learning, including writing. Progress in the early stages of Key Stage 1 is not consistently effective. From Year 2 to Year 6, pupils' progress is good, with standards in mathematics and science now close to the national averages. Well developed assessment procedures have enabled the school to identify areas of English, especially writing, that needed significant improvement. As a consequence, standards in English are now rising sharply, although they still remain low in relation to the national average. Pupils do not have sufficient opportunities to develop their speaking and listening skills, to read independently and develop their vocabulary or to write at length for different purposes. Teaching is nonetheless good, and has resulted in the now faster progress that pupils are making. Work is challenging and well matched to the needs of most but not all pupils; it is the most able pupils who are not always challenged enough. Learning is significantly aided by well focused teacher assistant support.

Pupils make good gains in many area of their personal development. There has been a whole-school focus in mentoring those that are most vulnerable and in establishing a behaviour management policy that is making the school a much safer environment. There has been a cultural shift from an aggressive and unsafe environment to one where pupils now say they enjoy coming to school. As a result, pupils say they feel safe and are aware about how to lead healthy lifestyles. They really enjoy the opportunities they have to take part in a range of sports and club activities. Parents endorse these changes, describing the 'warm and welcoming nature of the school'. Pupils talk of a more caring atmosphere in the school and that they know who to go to with their

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concerns. The pupils' positive attitudes to learning are reflected in the much improved attendance figures, which are now around the national average.

**What does the school need to do to improve further?**

- Raise attainment and achievement in English further by
  - providing more opportunities for pupils to write at length and for a range of purposes in different subjects
  - providing more opportunities for pupils to read independently to improve their sentence structures and imaginative vocabulary
  - increasing the opportunities for pupils' speaking and listening opportunities across the school
  - ensuring that work always offers appropriate challenge for the more able pupils
- Accelerate the rate of children's progress in all areas of learning in the Early Years Foundation Stage and Year 1 by:
  - improving the use of assessment so that it provides teachers with detailed information about children's needs, especially when they enter the Nursery and Year 1
  - ensuring a better balance of activities in the Early Years Foundation Stage outdoor area
  - increasing the opportunities for children to independently practise writing and number skills, especially outdoors.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Achievement and enjoyment are satisfactory. Children join the Reception class with skills lower, in some cases much lower, than the expected levels. They make satisfactory progress in the Nursery and Reception classes but enter Key Stage 1 significantly below their age-related learning goals. Provision in Year 1 is not always as effective in accelerating progress as it is in other years. Although present standards are still too low, the evidence from lessons and pupils' current work shows that pupils in Years 2 and 6 are on track to attain expected standards this year in mathematics and science. This continues a three-year trend of good achievement in these subjects, compared to their starting points in Year 1. The majority of other pupils in Years 3, 4 and 5 are also making good progress; a significant improvement on the underachievement of previous years. A major achievement for the school is that it has closed the gap between mathematics and science and English. Pupils are now making good progress to get much closer to their age-related expectations in English, although writing is still the weakest component. All vulnerable pupils and those with special educational needs

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and/or disabilities also make good progress. Having reached age-related expectations, the progress of a small minority of the most able pupils slows in comparison to other pupils.

All pupils display a tolerance of others' needs and socialise well. They are interested and motivated to learn and to volunteer for extra responsibilities and activities. The school's achievement of national awards such as Healthy Schools and Activemark, and the extent of school and extra-curricular sport, demonstrate pupils' good understanding of and commitment to keeping safe and healthy. The school has outstanding procedures in place that have led to improved attendance figures. These actions, in themselves, have played a significant role in raising standards and improving pupil progress.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

The overwhelming majority of lessons have a good variety of resources and activities that capture pupils' interest and enthusiasm. Teachers give pupils good guidance on how well they are doing and how to improve their work. The work of adult supporters in all classes is crucial in developing the confidence of vulnerable pupils and those with

<sup>1</sup> 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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special educational needs and/or disabilities. Assessment is used well to plan for average and lower attaining pupils. In an attempt to accelerate progress for lower attaining pupils so that all meet minimum age-related expectations, occasionally there are times when the most able pupils are consolidating learning rather than being fully challenged with more relevant additional tasks. Pupils do not regularly benefit from additional speaking opportunities to improve vocabulary and confidence.

Recent developments to the whole-school curriculum have made it more relevant and skills based in order to accelerate pupils' progress in acquiring key literacy skills. Pupils enjoy the opportunities that they now have to learn Spanish. The school has put in place a number of strategies, including booster classes, reading and writing projects, and partnerships with other schools, to address the weakness in English. It also enriches pupils' enjoyment of learning with an extensive variety of trips, activities and visits. There are too few cross-curricular opportunities for pupils to further develop their creative and extended writing skills to raise standards in English. Occasionally, opportunities are missed to use information and communication technology (ICT) to fully customise learning to the fast changing needs of all pupils.

The good pastoral care delivered by high numbers of adults is increasing pupils' chances of success and allows them to play a full part in school life. Links with other agencies and health professionals are an important part of this provision, given the range of needs in the school. Mentoring, by pupils and adults, is establishing a calming effect in the school in contrast to the officially recorded incidents of bullying and aggressive behaviour of some pupils in recent years. Pupils receive good guidance because of effective assessment of their learning. However, outcomes from the mentoring of pupils' personal development are inconsistently reviewed and shared with all teachers to feed into classroom practices.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

School leaders have identified relevant priorities that have resulted in significant improvements, for example, in raising reading standards, tracking pupils' progress, improving teaching and developing a positive learning ethos throughout the school. The procedures for monitoring teaching and learning are good and have resulted in both pupils and teachers having clearer targets for improvement. The same level of monitoring and communication has not been so evident in developing the next stage

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strategies for other areas of the school, such as provision for the Early Years Foundation Stage and community cohesion. Pupils are not given enough opportunities to experience and understand the beliefs and values of others, particularly those from different cultural and faith backgrounds in the local community.

Governors are becoming increasingly involved in determining the school's strategic direction and evaluating its work more fully. They have ensured that arrangements for safeguarding pupils comply with statutory requirements. All necessary checks are carried out on staff and their child protection training is up to date. The school has prioritised its engagement with parents and carers as a key to further improvement. Leaders communicate all aspects of the school's work well and offer a range of parental activities on site as part of a strategy to involve them more in the life of the school. The way in which the school promotes equality of opportunity is satisfactory and so pupils are appropriately included in school life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The majority of children start school with skills that are below or well below those expected for their age. Many have considerable difficulties in expressing their ideas and feelings. The school's assessment of these early stages of children's development is imprecise and does not provide a clear enough picture of the needs of different groups to guide teachers in their planning. Although a number of children are close to achieving the goals for their age by the end of Early Years Foundation Stage, few exceed them and standards remain low. Staff organise a range of imaginative activities in classrooms



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that capture children's interests and builds their confidence. Children benefit from caring for the guinea pigs and cooperate well to devise their own games in the 'pet shop' and 'post office' role play areas. The teaching of letters, sounds and numbers is good. Children enjoy these sessions so their progress speeds up, but there are too few opportunities for them to practise writing and counting independently. They learn how to move around safely and are courteous to adults and each other. Staff leading the Early Years Foundation Stage have an accurate perception of where change is needed and have already taken action to improve assessment procedures. They recognise that the timetabling of the outdoor area focuses too much on physical play and does not offer enough activities to build on what children have learnt indoors.

Children

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The overwhelming majority of parents and carers responded positively to the questions asked in the questionnaires. Teaching and school communication with parents are particularly praised. A number of comments by parents and carers, both in the questionnaires and verbally to the inspection team, relate to significant improvements in recent leadership at the school and the improvement of out-of-school activities. A very small minority of parents voiced dissatisfaction with elements of the school provision for pupils with special educational needs and/or disabilities and the management of pupils' behaviour, but inspectors found no evidence to uphold these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burford Primary and Nursery 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/inspector received 36 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	69	9	25	0	0	2	6
The school keeps my child safe	27	75	6	17	2	6	1	3
The school informs me about my child's progress	22	61	12	33	0	0	2	6
My child is making enough progress at this school	20	56	14	39	0	0	2	6
The teaching is good at this school	21	58	13	36	0	0	0	0
The school helps me to support my child's learning	16	44	18	50	0	0	2	6
The school helps my child to have a healthy lifestyle	18	50	16	44	0	0	2	6
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)	11	31	20	56	1	3	2	6
The school meets my child's particular needs	18	50	16	44	0	0	2	6
The school deals effectively with unacceptable behaviour	21	58	11	36	3	8	1	3
The school takes account of my suggestions and concerns	15	42	18	50	0	0	2	6
The school is led and managed effectively	17	47	13	36	0	0	2	6
Overall, I am happy with my child's experience at this school	22	61	12	33	0	0	2	6

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 December 2009

Dear Pupils

Inspection of Burford Primary and Nursery School, Nottingham, NG5 6FX

As you are aware, a little while ago two colleagues and I spent a short time looking at your school. We really enjoyed sharing your lessons and playtimes and would like to thank you for taking time to talk to us about your work and for telling us about your school.

It was very clear from talking to you, and the questionnaire replies we received from you and your parents that you enjoy school and think that you are safe and well cared for. You especially talk about all the good friends you make and how your teachers help you. You work hard and often have fun in lessons, in sport, in clubs, and on your visits out of school. As well as working hard, you are also well behaved. You usually make good progress in your learning and you tell us that your teachers expect you to work hard and that they give you important targets to help you to improve.

We believe that your school is providing you with a satisfactory education and cares for you well. We also agree with you when you say that behavior in and out of school has improved a lot recently and that you now concentrate much better in your lessons. We agree with your teachers that sometimes you could do even better and to do this we have asked them to give you more opportunities to do longer pieces of writing, in your literacy lessons and in other subjects. We would also like them to encourage you to read more books to give you more imaginative ideas and describing words for your writing. We think that your writing will also be improved by giving you more opportunities to develop your speaking and listening skills. For a few of you, the work you are given is too easy, and so we have asked your teachers to make sure that it always stretches you.

We would particularly like to see the children in the Nursery, Reception and Year 1 get off to a faster start, so we have asked the teachers to make sure that they collect more detailed information about what all of the children can do and what they need to learn. We have also asked them to help the children make fuller use of the outside area, including for writing activities.

We know you will do all you can to help your teachers and we wish you every success in your future learning.

Yours sincerely

Alan Giles

Lead inspector

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