

Burford C of E Primary School

Inspection report

Unique Reference Number	123464
Local Authority	Shropshire
Inspection number	340347
Inspection dates	14–15 December 2009
Reporting inspector	Clive Lewis

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Steven Spurrier
Headteacher	Jill Grant
Date of previous school inspection	1 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data and analysed questionnaires from 36 parents, 71 pupils and 10 members of staff.

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

- provision in the Early Years Foundation Stage
- the consistency of teaching across the school.

Information about the school

Burford Church of England Primary School is a smaller than average school, situated in a small village on the outskirts of Tenbury Wells. It has five classes. Most children attend locally and have previously attended the on-site playgroup but a few travel from the wider area. Children come into the Early Years Foundation Stage with a wide range of skills and abilities which vary from year to year but are broadly at the level expected overall. Nearly all pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average. The school has achieved the ActiveMark, the International Schools award, the Healthy Schools award and the Safer Schools award.

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

Burford Church of England Primary is an outstanding school in many aspects. It has improved significantly since the last inspection and continues to do so under the strong and inspiring leadership of the headteacher. She provides a very clear sense of purpose and direction, closely linked to school improvement. Her effective leadership has ensured that teaching and learning have improved at a rapid pace and clear priorities have been set for further improvement. The excellent teamwork and the driving ambition of the whole staff are central to the school's significant improvement since the last inspection and its continuing success. Parents are extremely supportive of the school and delighted with their child's experiences in the school. Typical comments included, 'The school not only places emphasis on educational and academic development but also concentrates on children's personal and emotional progress' and, 'The growth in our children's confidence since they joined the school has been visible and their achievements have made them and us very proud'.

Pupils achieve exceptionally well. Most pupils start in the Reception class with skills that are broadly typical for their age. By the time they leave the school, all groups of pupils, including those with special educational needs and/or disabilities have made excellent progress, attaining well above average standards in the core subjects and in information and communications technology (ICT). Children get off to a good start in the Early Years Foundation Stage and make good progress. Planning and provision for both the indoor and outdoor curriculum is good and as a result, children have a good range of opportunities to develop their independent learning skills. This is one way in which the school has moved forward considerably since the last inspection. However, resources for the outdoor area, particularly wheeled vehicles, are currently limited. Teaching is consistently good or better and is a strong contributory factor in pupils' excellent progress. Parents say their children enjoy coming to school and pupils agree enthusiastically. Pupils display very positive attitudes to their learning, as evidenced in their good attendance, and their behaviour in lessons and around the school, which is exemplary. Pupils have a wide range of responsibilities in the school and, through the work of the school council, make a good contribution to the school community. Pupils' spiritual, moral, social and cultural development is good, reflecting the school's Christian aims. Their good social skills and excellent standards equip them very well for the future.

The excellent curriculum and consistently good teaching result in pupils developing a very wide range of skills for the next stage of their education. This includes many leadership and team work skills developed through their involvement in school life and in the community. Excellent care, guidance and support ensure that all pupils are able to

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learn and develop confidence, regardless of their individual circumstances. The performance of pupils is tracked very closely, with particular attention to the performance of different groups. Burford is a highly inclusive school and all pupils are able to take full advantage of all the school has to offer. The school has an excellent understanding of how well it is doing and what needs to be done next, and due to the high quality of its' self-evaluation, it has an excellent capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Improve opportunities for children in the Early Years Foundation Stage to develop their independent learning skills by providing further resources for the outdoor curriculum, particularly large wheeled toys for children's free choice activities.

Outcomes for individuals and groups of pupils**1**

Standards in lessons seen and in pupils' books indicate that the significantly above average standards will continue. Attainment and progress in ICT is outstanding. Pupils' exemplary behaviour is a factor in the outstanding progress they make in lessons and creates a very positive school ethos. The response of pupils in lessons is always positive. They work well together and individually without the need for constant reminders and there is no evidence of disruptive behaviour. They take great pride in presenting their work well which is vibrantly displayed throughout the school.

Pupils say they feel safe in and around the school. They comment very positively on the many adults and pupils who look after them and help them resolve their disputes. They know and understand the important factors which affect their health and respond well to the school's health promotion strategies which have earned the school the Healthy Schools' Award. Pupils value their school community and willingly take on responsibilities. They participate constructively in school life, suggesting and taking actions to help improve the school, and are involved in a wide range of community activities in and out of school and in their local church. They are very well-equipped for the future with their well-developed academic and social skills, having learned to be self-reliant, confident in public and in speaking. They respect each others' needs and interests and are curious about the world around them.

These are the grades for pupils' outcomes

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

How effective is the provision?

Outstanding teaching was observed across the school, with all lessons at least good and a significant proportion exemplary. Teachers have strong subject knowledge which enthuses and challenges pupils and contributes to their very good progress. They know the needs of every pupil well so that they are able to provide high quality learning experiences for all pupils, resulting in excellent progress for pupils of all ability. Lessons are well planned with clear learning objectives that are routinely shared with pupils. Activities are planned to meet the needs of the different age and ability groups within each class. Very good use is made of resources, including new technology, to motivate pupils and enhance their learning. Excellent classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Support by teaching assistants is skilled and well-focused and makes an excellent contribution to the quality of learning in many lessons.

The detailed and rigorous whole-school assessment and tracking system provides the school with secure and detailed data on individual pupil's progress as they move through the school. The senior management use this data very well to make a detailed and accurate analysis of groups' or individuals' progress and to amend the curriculum to better meet the needs of all groups of pupils. Very good marking of pupils' work, the use of small group and individual targets which are referred to regularly and peer and self-assessment by pupils are all used very effectively to promote pupils' learning.

The curriculum is excellent because it provides carefully adapted activities to ensure all groups of pupils experience success. Collaboration with other schools and a range of

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partnerships further enrich the curriculum. The school's outstanding arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their very good development and well-being and support their learning very well. Staff know and care deeply for all pupils and provide rigorous safeguarding and welfare procedures to help ensure the safety of all pupils, including those facing difficult situations.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has consistently communicated to the staff her high expectations about continuing to improve provision. The result of this is clearly evident in the significant improvement since the last inspection. With the able support of the deputy headteacher and an enthusiastic, committed and well-motivated staff team she has identified and has rigorously and successfully tackled areas requiring improvement. All staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. Self-evaluation has identified all the key priorities for development. As a result of regular monitoring and support, teaching is excellent and planning is founded on robust evidence and based on good quality data. The governing body is influential in determining the strategic direction of the school and fully and systematically involved in evaluating its work. They have good systems to ensure that pupils and staff are safe and discharge their duties effectively. The school has a highly positive relationship with parents and carers. This effective liaison with parents and with other partners contributes significantly to improvements in pupils' achievement and well-being. The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any weaknesses. School leaders and governors have an excellent understanding of safeguarding procedures and adopt recommended good practice for safeguarding pupils across all areas of its work. The school promotes community cohesion within its own and the local community very effectively. It has good links with a school in Tanzania which led recently to a two week visit by one of the teachers from the school who worked with Burford pupils. It is aware, however, of the need to further develop links with schools in more urban environments in order to further raise pupils' awareness of cultures other than their own in their own country. The school makes excellent use of all its resources, in particular the skilful deployment of staff where they are most needed, and provides excellent value for money.

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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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
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

The good provision for the youngest children is another aspect of significant improvement since the last inspection. The relatively small cohorts mean that overall attainment on entry to the school in September and January can vary from year to year. Children make good progress in their time in the Reception/Year 1 class. They clearly enjoy school and have settled into the routines well and play happily together and individually. They undertake a variety of whole class and group activities and, in most cases, co-operate well when working with others. They delight in learning and seeing new things. Good relationships with parents and carers through daily contact at the start and end of each day and effective pastoral care and welfare arrangements mean that the children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities. Provision for the outdoor curriculum is good and the Early Years Foundation Stage classroom has free access to a secure, covered, outdoor area, resourced with a range of free-choice and adult-led activities. This allows children to explore things with purpose and challenge and encourages the development of their independent learning skills. However resources for the outdoor area, whilst satisfactory, are currently somewhat limited - there are no large wheeled toys for the children to choose in their free-choice activities, for example. Leadership of the Early Years Foundation Stage is good. Adults have a good knowledge of the learning development and welfare requirements and guidance for the Early Years Foundation Stage and good systems for the long-term assessment and tracking of children's

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progress are in place. Staff monitor and record children's progress on a day to day basis effectively and observations and achievements are recorded in individual 'Pupil Profiles'.

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

All parents who responded to the questionnaire are extremely satisfied with the school, an exceptional response reflecting the school's outstanding links with parents. All but one parent either 'strongly agreed' or 'agreed' with all the statements including that their child enjoys school, the teaching is good, the school is led and managed effectively, and the school makes sure that their child is well prepared for the future. One parent felt that the school does not take sufficient account of her concerns although no details were provided and inspection findings did not support her view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burford C of E Primary 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	69	11	31	0	0	0	0
The school keeps my child safe	29	81	7	19	0	0	0	0
The school informs me about my child's progress	23	64	13	36	0	0	0	0
My child is making enough progress at this school	25	69	11	31	0	0	0	0
The teaching is good at this school	31	86	5	14	0	0	0	0
The school helps me to support my child's learning	26	72	10	28	0	0	0	0
The school helps my child to have a healthy lifestyle	22	61	14	39	0	0	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)	18	50	18	50	0	0	0	0
The school meets my child's particular needs	21	58	15	42	0	0	0	0
The school deals effectively with unacceptable behaviour	22	61	14	39	0	0	0	0
The school takes account of my suggestions and concerns	15	42	20	56	1	3	0	0
The school is led and managed effectively	29	81	7	19	0	0	0	0
Overall, I am happy with my child's experience at this school	28	78	8	22	0	0	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.



16 December 2009

Dear Pupils

Inspection of Burford C of E Primary School, Worcestershire WR18 8AT

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit. We enjoyed watching lessons and talking to as many of you as we could. You attend an outstanding, very happy and friendly school. It is led exceptionally well by the headteacher and the staff. They care for you extremely well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told us that you really like your school and there are lots of things to do and enjoy. Excellent teaching is an outstanding feature of your school and this, combined with exciting curriculum activities and your hard work, results in you making excellent progress and achieving very high standards. We feel that you make an excellent contribution to the life of your school through all the responsibilities you take on and through your school council. Your behaviour is excellent and you work hard and try to succeed in all that you do. Well done!

We have asked your school to do one thing that we feel will make outdoor activities for the youngest children more exciting and help them to learn in different ways:

- improve the outdoor equipment for the Early Years Foundation Stage, particularly by providing large wheeled toys for the children to select and use during their free choice activities.

I wish you well in your future education.

Yours sincerely

Clive Lewis

Lead inspector

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