

# Bure Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	132057
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	341279
<b>Inspection dates</b>	15–16 October 2009
<b>Reporting inspector</b>	Ruth Westbrook

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>	520
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lawrie Stratford
<b>Headteacher</b>	Robert Pearson
<b>Date of previous school inspection</b>	1 February 2007
<b>School address</b>	Lucerne Avenue Bure Park Bicester OX26 3BP
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 25 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's development plan, key policy documents, assessment information, governors' minutes and samples of pupils' work. In addition, 100 parent questionnaires were received and analysed along with questionnaires from staff and pupils in Key Stage 2. Safeguarding procedures were also carefully checked.

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

- whether progress is consistently good for all ages and groups of pupils
- how well teachers plan for pupils with special educational needs and/or disabilities within their classes
- how effective are the school's strategies to improve the standards in writing across the school

## Information about the school

This is a large primary school which is growing in size. In Key Stage 2 there are two classes in each year and at Key Stage 1 there are three classes in each year group. Children in the Early Years Foundation Stage are taught in two Reception classes, a mixed age class and a part-time Nursery class. The proportion of pupils eligible for a free school meal is below average. Most pupils come from White British families and all but a few speak English as their first language. The school has several awards including Activemark and Healthy Schools. During the inspection, the large majority of Year 6 pupils were attending a residential visit with four staff from the school.

**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**

**3**

## Main findings

This is a satisfactory and improving school. There is a clear commitment amongst school leaders and staff to raise attainment in all areas and accelerate progress for all from satisfactory to good. The evidence from the inspection is that, in a number of areas, this is happening. Standards have improved in mathematics and reading across the school and in writing at Key Stage 1. Because of sound processes for evaluation, leaders have a clear overview of what needs to be done to bring about further improvement and plans are in place to achieve this. Improvements so far indicate that the school has satisfactory capacity to sustain improvement.

Six key strengths help to make this a happy school where pupils achieve satisfactorily.

- The good quality of care and support provided by all staff makes pupils feel safe and well looked after.
- The school has a welcoming, calm and attractive environment where pupils' work on display is testimony to their enjoyment of the richness of the school's creative opportunities which have led to the school's silver Artsmark.
- Good relationships between all members of the school community help to promote pupils' good behaviour and mean pupils of all ages and abilities are happy, confident and have positive attitudes to their learning and each other.
- The stimulating enrichment and international programme promotes good spiritual, moral, social and cultural development and contributes successfully to a cohesive community. Pupils make a good contribution to the community.
- The wide range of clubs and activities promote active and healthy lifestyles.
- Strong relationships with parents and carers through workshops, meetings and the thriving parents group promote pupils' good personal development and well-being.

Leaders recognise that the following areas need further development.

- Although there is good assessment information, which is used well to identify pupils who need extra help, it is not used consistently well by all teachers to ensure that work in lessons is carefully matched to pupils' learning needs.
- Standards in writing are lower than in reading and mathematics at Key Stage 2 and fewer pupils reach the higher levels than expected for their age in both Key Stages 1 and 2. This is because there are limited opportunities to use writing skills in different subjects. Also, higher ability pupils are not always given suitable challenges or helped to improve their skills so that they reach higher levels in their work. In some lessons, too much time is spent on talking about ideas for writing, which although helpful, hampers the actual time available for writing.
- Children make less progress than expected in communication, language and literacy in the Early Years Foundation Stage and assessment information is not used well

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enough to plan the next steps of their learning.

- Although plans have been in place for some time to raise attainment in writing at Key Stage 2 and communication, language and literacy in the Early Years Foundation Stage they have not been effective enough. The monitoring and evaluation of the implementation of these plans by school leaders have not been sharp enough to identify precisely why the pace of improvement has been slow.

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

- Ensure consistent use of assessment information by:
  - making sure that teachers use this information to plan the next steps of pupils' learning
  - developing the recording of assessments in the Early Years Foundation Stage, so that there is a clear picture for each child's progress and the next steps in learning are planned effectively.
- Raise pupils' attainment in writing by:
  - planning more opportunities to develop children's skills in communication, language and literacy in the Early Years Foundation Stage
  - ensuring a greater range of opportunities to use writing skills in other subjects in all classes in Key Stages 1 and 2
  - providing greater challenges for the most able writers, helping them to understand what they need to do to improve their skills so that they excel
  - ensuring there is a greater balance between speaking and writing skills in lessons.
- Carefully check the progress being made in meeting the priorities in the school's improvement plan, so that leaders can promptly and accurately act upon their findings to hasten the speed and impact of improvements.

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

<b>3</b>
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Pupils make satisfactory progress through the school from their starting point in the Early Years Foundation Stage. By the end of Year 6, pupils' attainment is broadly average. Attainment in English is average because standards in reading are high although standards in writing are below average. At Key Stages 1 and 2, the ablest writers are not always challenged to reach the higher levels and sometimes are not clear on how to write to reach them. However, some good practice was observed during the inspection. In a Year 4 English lesson, abler pupils made good progress in their writing when they were given very clear guidance on the features which would appear in a good story. They used this to help their writing and then enjoyed checking their own and their partner's work. This activity increased their understanding of how they need to write to achieve the higher levels. Rates of progress have improved since the last inspection. This is particularly evident in Key Stage 1 where in the last school year the large majority of pupils made good progress in Years 1 and 2 in reading, writing and

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mathematics. In English and mathematics, at Key Stage 2, progress has improved, but is still satisfactory overall.

The quality of learning is satisfactory but does vary from class to class. Pupils work steadily and show good attitudes to their learning. When actively involved in their lessons, pupils show high levels of enthusiasm and make accelerated progress. When pupils spend too long listening to the teacher their progress slows.

Overall, pupils with special educational needs and/or disabilities make satisfactory progress and some make good progress. Detailed plans are in place to meet an individual's needs. The progress of pupils who are at an early stage of learning English is also satisfactory. The support they receive from staff in school is often good but currently there is no additional specialist provision and this can hamper them from making faster progress.

Pupils enjoy the good range of visits and visitors. Nearly all pupils report that they enjoy coming to school. As one comments, 'Most days we have fun while working.' Year 6 pupils involved in the Active Club are proud of the work they are doing with younger pupils at break times. Pupils have a wide range of opportunities to be involved in decision-making through the school and class councils, for example, supporting the development of the children's charter and international school work. The successful pursuit of the Eco award has encouraged pupils to become involved in local environmental issues. Almost all pupils say that they feel safe in school. They maintain that there are very few incidents of bullying in school and explain confidently the actions they would take if they need help. A large proportion takes part in sport and is active at break times. Most pupils show full understanding of healthy food and drink choices. Pupils' attendance is average. The good work of the school ensures that many pupils whose circumstances render them vulnerable attend school regularly.

*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>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>

<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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<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> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers' lesson planning generally enables pupils to make at least satisfactory progress. In the good and outstanding lessons, teachers have high expectations of pupils. They use time effectively and make good use of assessment in order to match the challenge to pupils' ability; this is not yet consistent enough across all classes. In the good and outstanding lessons, teachers share assessment information effectively so that pupils are guided clearly on their next steps of learning. Pupils relish the challenge presented by their interesting work in such lessons and the quality of their learning is then good. Where English and mathematics lessons are satisfactory, too often there is little difference in the task set for all pupils except that less able pupils receive more support. In these lessons, pupils know the learning outcome for the lesson, but are less clear on the steps they need to take to achieve personal targets.

The school's International School Award has established a global dimension to the curriculum, and pupils develop good understanding of other cultures as a result. The opportunities for pupils to use literacy, numeracy and information and communication technology skills in other subjects vary from class to class. Some good examples were seen, such as pupils practising number bonds in French. However, there were also missed opportunities, particularly for pupils to practise different styles of writing. The school is developing its curriculum planning to ensure it meets the needs of the range of abilities within a class and to ensure appropriate progress through the years in foundation subjects.

The basis of the school's effective care, guidance and support is the strong partnership with parents and carers. This has included a series of well-attended, successful workshops designed to inform parents and carers of the school's work so that they can more effectively support their children at home. The needs of pupils with special educational needs and/or disabilities are clearly identified. The good support which they receive from teaching assistants is clearly focused on making progress within a warm and supportive relationship. The school has effective partnerships with a range of agencies to provide additional support for pupils when needed.

*These are the grades for the quality of provision*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<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?

The headteacher and other leaders are effective in sharing their clear vision for the future and there are adequate plans in place to raise attainment. All leaders have a good general understanding of the school's strengths and weaknesses. However, the analysis of the school's information has not been rigorous enough to help them to evaluate the effectiveness of the interventions to bring about improvement. As a result, some of the inconsistencies in the quality of teaching and use of assessment, especially linked to writing, have not been sufficiently addressed.

Governors are well led and have ensured that pupils are safe, that finances are secure and that statutory requirements are in place. They recognise that there is a need for them to have a deeper understanding of outcomes for pupils in order to better hold the school to account for its work.

The school is committed to promoting equality and eradicating discrimination. Inclusion is at the heart of the school's work ensuring that pupils are well cared for. Leaders know that the most able pupils could be better challenged in some aspects of their learning. The school and governors place appropriate emphasis on safeguarding pupils including those most at risk. Safeguarding regulations and duties are met and regularly reviewed. The school has a thorough understanding of its community and the diversity of cultures, faiths and social difference. It promotes community cohesion well through a number of projects such as a recent Fairtrade promotion with the local store. International links are very strong and promote pupils' understanding of cultural diversity. The school is developing links with schools in London and Bristol.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<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>2</b>



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<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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and abilities at the level expected for their age, but in communication, language and literacy they are just below that level. They make sound progress in their learning, moving to Year 1 with standards which are broadly average except in communication, language and literacy where both boys and girls are below average.

The Nursery class promotes an enjoyable, happy environment for the youngest children providing a well-structured entry to the school. Children have adapted quickly to school routines like lining up and moving safely and have settled well. Children from the two Reception classes and Nursery class benefit hugely from the very comprehensive outdoor play area and indoor areas with many interesting activities which stimulate development across most areas. However, in the two Reception classes opportunities to develop literacy skills, including mark-making and early writing, are too limited and irregular.

Children are well cared for and their safety and welfare are given a high priority. Comprehensive induction procedures are in place which helps the school to make good working relationships with parents and carers before children start school. Many come in to school at the start of the day and welcome the opportunity to talk to staff.

Assessments are carried out regularly. The current method of recording assessments does not lend itself readily to being useful in identifying learning priorities and planning learning experiences for each child. The current arrangement of two Reception classes and one mixed-age class leads to different experiences for children within the Early Years setting. The school's leadership is mindful of this and is monitoring the impact carefully so that future arrangements can be reviewed.

### *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	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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## Views of parents and carers

A very large majority of parents and carers who responded to the questionnaire are positive about the quality of the school's provision. Parents and carers comment on the school having, 'a sense of community' and being 'a happy place to attend for both pupils and teachers'. Findings from the inspection support both these views. A number comment on the encouragement which has been given to their children by staff and the particular help they have received in supporting medical problems or disabilities. A few parents and carers are concerned about the way the school informs them about their children's progress and the way the school deals with unacceptable behaviour. Inspectors investigated both these concerns and found no apparent weaknesses in the school's systems and found pupils' behaviour to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at Bure Park 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 520 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	70	30	30	0	0	0	0
The school keeps my child safe	61	61	39	39	0	0	0	0
The school informs me about my child's progress	37	37	49	49	13	13	0	0
My child is making enough progress at this school	47	47	42	42	9	9	1	1
The teaching is good at this school	51	51	44	44	1	1	0	0
The school helps me to support my child's learning	44	44	43	43	9	9	0	0
The school helps my child to have a healthy lifestyle	60	60	37	37	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)	38	38	54	54	2	2	0	0
The school meets my child's particular needs	43	43	46	46	6	6	1	1
The school deals effectively with unacceptable behaviour	37	37	44	44	10	10	0	0
The school takes account of my suggestions and concerns	34	34	53	53	3	3	1	1
The school is led and managed effectively	54	54	41	41	2	2	0	0
Overall, I am happy with my child's experience at this school	54	54	41	41	5	5	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"><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.**



Dear Pupils

Inspection of Bure Park Primary School, Bicester, OX26 3BP

Thank you for giving us such a warm welcome on our recent visit, and for sharing your views on your school in discussions and through the questionnaires. It has been very helpful. We would like to share with you what we have found out.

- You make satisfactory progress in your work and are able to do most of the things that we expect by the time you leave the school.
- You enjoy school a great deal especially when you are active and doing things. Many of you enjoy being creative and through your art work help your school to be bright and cheerful.
- You behave really well and have good attitudes towards your learning.
- You know how to live a healthy life and enjoy PE. It was good to see you being so active at break and lunchtime, well done and keep it up!
- Many of you volunteer to take on responsibilities at school and in your community. We like the way you get involved in making decisions and take responsibility for the environment through your Eco group.
- Your headteacher and his staff look after you really well and because of that you feel safe in school. You know how to keep yourselves and others safe.
- You enjoy learning about other people's lives in different parts of the world and you show good understanding of faiths and opinions which are different from your own.

We are asking the school to make some improvements and we hope you will help your headteacher and his staff. These are the things that the school needs to do:

- Help you to improve your writing skills, so that you write as often as possible in different subjects and understand how to improve your work.
- Make sure that adults help you to move on quickly with the next steps of your learning.
- Make sure that the adults in charge check carefully how well the school is getting on with their plans for improving your school.

You can help your teachers by continuing to work so well in lessons.

Yours sincerely

Ruth Westbrook

Lead Inspector

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