

# Burley Primary School

Church Lane, Burley, Ringwood, BH24 4AP

**Inspection dates** 23–24 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The leadership and management of the school aim both at high achievement and excellent personal development for pupils. Expectations of staff and pupils are high.
- Pupils achieve well across the school. By the end of Year 6, standards are above average because of pupils' good progress.
- Measures to raise attainment in all subjects by the end of Year 2 have led to above average standards.
- Children get a good start in the Reception Year, and attain well in all areas, because of the good, practical learning indoors and outside.
- The very positive school ethos leads to pupils' mature behaviour in lessons and around the school.
- Pupils' interest in learning is supported by their good relationships with adults and by the brisk pace of lessons.
- Teaching is mostly well planned and is consistently well organised.
- The school's self-evaluation is accurate and robust. Improvement planning is of high quality.
- The curriculum has a strong focus on basic skills. In addition, the school does much to cater for pupils' interests and needs through the arts and modern foreign languages. The extra-curricular programme supports personal development well.
- The governing body has a good understanding of the school's strengths and its few weaknesses. Governors carry out their responsibilities effectively, and are confident to hold the school to account.

### It is not yet an outstanding school because:

- Pupils' attainment in mathematics by the end of Year 6 is not as high as in English, and their progress is less rapid.
- The teaching of calculation is not supported by an agreed policy to ensure consistent approaches across the school.
- In mathematics lessons, teachers do not consistently provide high levels of challenge through a close match of tasks to pupils' previous attainment, or ready access to practical resources to support learning.

## Information about this inspection

- The inspector observed teaching and learning in seven lessons, of which one was a joint lesson observation with the headteacher. The inspector also heard some pupils in Years 1 and 2 read.
- Meetings were held with groups of pupils, members of the school's staff, the Chair of the Governing Body and another member, and a representative of the local authority.
- Because there were too few responses, the inspector was unable to take account of the online questionnaire (Parent View) in planning the inspection. He analysed the 22 responses that were on Parent View by the end of the inspection.
- The inspector observed the school's work, and looked at a range of documents, including the school's own data on pupils' current attainment and progress, strategic planning, evidence of checks on teaching, records relating to behaviour and attendance, and documents relating to safeguarding, the curriculum and performance management.

## Inspection team

Chris Grove, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a primary school that is much smaller than average.
- Most pupils are White British with small numbers from other ethnic heritages.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding to support children in local authority care, children from service families and pupils known to be eligible for free school meals, is below average at a little below 15%.
- The proportion of pupils supported through school action is broadly average at less than 10%.
- There are currently no pupils supported at school action plus or with a statement of special educational needs; this is well below average.
- None of the pupils receive alternative provision, such as teaching in other schools or units.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new leadership team has been formed following the appointment of the Key Stage 2 leader from September 2012.
- Among a range of accreditations, the school holds the ICT (information and communication technology) mark and the award of the National Association for Able Children in Education.
- The school receives support from a charitable foundation to collaborate with other local primary schools on outdoor education.

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

- Speed up pupils' progress in mathematics, in order to match their more rapid progress in reading and writing, by:
  - ensuring that tasks more consistently match the needs of all the different groups of pupils
  - making sure that pupils regularly have ready access to resources, to support their mathematical learning
  - developing a policy to support the consistent teaching of calculation across the school.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress, especially in English.
- Over the last three years, pupils' attainment by the end of Year 6 has mostly been above average, and was significantly so in 2012, particularly in English. Both boys and girls attain well. The proportion of pupils who attained the higher Level 5 standard in English was well above average. In mathematics, the proportion was broadly average. Current attainment in reading, writing and mathematics in Years 3 to Year 6 is consistently above expectations.
- Since the last inspection, attainment by the end of Year 2 has risen, and in recent years has been above average in reading, writing and mathematics. In 2012, boys' attainment was above average, and that of girls was well above average.
- Because their learning is well supported in both English and mathematics, pupils who are disabled or have special educational needs make the same good progress as others.
- Those supported by the pupil premium show improved achievement. In 2012, these pupils made good progress and reached higher levels of attainment than their peers nationally when measured by average points scores (APS) in assessments at the end of Year 6. The school uses this funding to support pupils personally by employing an additional assistant with responsibility for emotional literacy. The funding also enables their participation in residential experiences. These represent two important ways in which the school promotes equality of opportunity and tackles discrimination.
- When children first come to school, their knowledge and skills are mostly as expected for their age, and in some cases higher. They make good progress, so that by the end of the Reception Year attainment in reading, writing and mathematics, and other areas of their learning, has consistently been above national figures. In 2012, attainment in all areas rose further.
- Pupils in Years 1 and 2 are enthusiastic about reading. They apply their knowledge of phonics (linking letters and sounds) to pronounce unfamiliar words correctly, and show understanding of the stories they read. The school has built effectively on its good links with families to encourage parents and carers to listen regularly to their children reading at home, and to record their success.

### The quality of teaching is good

- The good quality of teaching leads to pupils' good progress across the school. Almost all parents and carers agree that their children make good progress and are well taught.
- Adults and pupils get on noticeably well together. This, together with teachers' high expectations, does much to ensure successful learning.
- Lessons are mostly well planned, and are well organised. Where lessons have the greatest impact, the tasks set are well matched to pupils' prior attainment, and as a result provide appropriate levels of challenge for the wide range of age and ability in Years 1 to 6. In a successful mathematics lesson in Years 5 and 6, for example, the teacher ensured good progress by closely matching tasks to five different levels of previous attainment. However, such good practice is not consistently evident.
- Pupils in Years 1 and 2 have good access to resources to support their learning. In a lesson about finding the difference between two numbers, for instance, pupils used dice, 'multilink cubes' and number lines to carry out their tasks. This practical work helped to develop their mathematical understanding. On occasion, more ready use of resources would facilitate mathematical learning for some older pupils also.
- Learning support assistants make a good contribution to learning, particularly through their focused support for pupils with additional needs.
- Teachers consistently work at a brisk pace with the whole class. This leads to a good sense of

direction in lessons. However, such effective practice is not consistently evident when teachers set pupils to work independently. They do not routinely specify the time available so as to ensure task completion and maintain a good pace to learning.

- Teaching in the Reception Year has a good impact. There is a strong emphasis on learning from practical experiences and on linking closely the activities indoors and outside. For instance, in exploring the theme of the Three Little Pigs, the teacher read the story and discussed it with the children before they were given opportunities outdoors to use straw, wood and bricks to construct houses for the pigs.
- Teachers mark pupils' written work using comments in pink to focus on good points, and comments in green to indicate what could be improved. Pupils show good understanding of this arrangement and say they benefit from such feedback.

### **The behaviour and safety of pupils are good**

- Pupils respond well to the very positive climate for learning, and show mature attitudes and behaviour for their age, reflecting the school's emphasis on rights and responsibilities.
- In lessons, they listen well to teachers, and cooperate easily with others, for example when discussing their learning with partners. They are keen to respond to teachers' questions and apply themselves well to tasks set.
- On the few occasions when pupils' concentration lapses, teachers manage their behaviour quickly and to good effect.
- Pupils are well behaved around school at break times and lunchtimes. One pupil commented that, 'All in all, behaviour is very good most of the time.' There have been no racist incidents, and pupils say they can confide in a trusted adult on the few occasions when they feel that bullying occurs. No pupils have been excluded in recent years.
- Those parents and carers who took part in the survey unanimously agreed that their children feel happy and safe at school. Pupils, also, say that they feel secure in school, for instance because they are taught about the need for internet safety. They know what constitutes cyber-bullying and how they should deal with it.
- Attendance has improved and is higher than the national average.

### **The leadership and management are good**

- The headteacher's very clear vision aims at high achievement in basic skills alongside excellence in personal development. She sets high expectations for staff and pupils. The vision is widely shared by the senior leadership team and other members of staff.
- Comprehensive arrangements, involving the leaders of each key stage and the special educational needs coordinator, enable the school to check pupils' progress on a regular basis. Where evidence shows that pupils are not making at least expected progress, effective steps are taken to provide additional support.
- The headteacher regularly evaluates the quality of teaching formally, and also undertakes much informal checking on a daily basis. Other leaders, too, are involved in this work. Self-evaluation activities are robust and accurate, leading to a detailed and ambitious three-year strategic plan of high quality. Professional development is closely related to identified priorities. Leaders are aware that achievement in mathematics is not as high as in English, have an accurate understanding of the reasons why, and have planned to address this. Leaders acknowledge the need to develop a policy to ensure the consistent teaching of calculation across the school.
- The local authority has provided light-touch support because of the school's good performance.
- There is a broad, well-balanced curriculum. As well as close attention to reading, writing and mathematics, the good focus on ICT and the work for more-able pupils are recognised through national awards. Specialist teaching is provided in modern foreign languages and music. Outdoor

education is a prominent feature. The imaginative 'Let's Get...' activities on Friday afternoons, and the extra-curricular programme involving a range of sports and clubs for computing, ecology and board games, do much to promote pupils' spiritual, moral, social and cultural development.

- The leadership has a rigorous focus on all aspects of safeguarding, which fully meets requirements. Leaders ensure that pupils who may be vulnerable are well supported.
- The capacity for further improvement is shown by the rise in attainment in the Reception Year and by the end of Year 2, and by continuing above average attainment at the end of Year 6. The school has strengthened its capacity by appointing the Key Stage 2 leader, though it is too early to judge the impact of this role.
- **The governance of the school:**
  - The headteacher ensures that the governing body has an accurate, up-to-date overview of performance in terms of pupils' achievement, and of strengths and any weaknesses in teaching. Governors are also familiar with the implications of nationally produced data on pupils' performance. They are informed about financial management, for instance how pupil premium funding is spent to good effect. The headteacher's annual performance management is undertaken responsibly. Governors have assured themselves that other members of staff are formally appraised and that salary progression is merited. Additional training, for instance as performance managers, supports governors' capacity to hold the school to account.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	115870
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	403278

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Gaskell
<b>Headteacher</b>	Gwynne Kynaston
<b>Date of previous school inspection</b>	22 May 2008
<b>Telephone number</b>	01425 403375
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