

# Burley Gate CofE Primary School

Burley Gate, Hereford, HR1 3QR

**Inspection dates** 13–14 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Children in the Early Years Foundation Stage make huge strides in their development. They continue to make good progress throughout the school.
- Standards have improved over the last three years. Pupils achieve particularly well in English and in sports.
- Pupils enjoy lessons because the teaching is good. Teachers have good subject knowledge and know their pupils very well.
- Teachers make regular checks on pupils' progress. Those in danger of not making enough progress are helped to catch up.
- This is a very inclusive school where pupils feel safe within a close family community.
- Staff manage pupils' behaviour skilfully and pupils relish receiving recognition for their achievements.
- Provision for spiritual, moral, social and cultural development is good. Pupils are thoughtful, considerate and value their school and friends.
- Excellent leadership by the headteacher has brought about significant improvements in provision.
- Management decisions are transparent and staff work well as a team to improve provision.
- The curriculum is rich and relevant.
- Parents are very supportive of the school.
- Safeguarding is robust and staff are highly trained.
- Governors are active, challenging and informed. They are aware of the progress of different groups of pupils and they understand the quality of teachers' work.

### It is not yet an outstanding school because

- Achievement in mathematics is not as good as English.
- More-able pupils are not always sufficiently challenged.
- Opportunities are missed for older pupils to take responsibility and make decisions.
- Teachers' targets are not closely linked to pupil progress.
- Outcomes from whole school planning are not measurable.
- There are few opportunities for pupils to understand life in a multi-cultural society.

## Information about this inspection

- The inspector observed eight lessons with the headteacher.
- The inspector talked to a group of pupils on the first day of the inspection and spoke informally to others throughout the inspection. Pupils' work from each key stage was examined and pupils from Key Stages 1 and 2 were heard reading.
- Twenty-four questionnaires from parents (Parent View) were examined. Returns from 14 questionnaires completed by staff were also considered.
- Meetings were held with representatives of the governing body including the Chair of Governors who is also responsible for safeguarding. The inspector held a telephone conversation with a representative of the local authority. Meetings were held with the headteacher, all the teaching staff and a local headteacher who works with the school.
- The inspector evaluated documentation regarding pupils' current progress, the curriculum, development plans, as well as procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller school than average.
- The proportion of pupils who are eligible for pupil premium (pupils known to be entitled to free school meals, children looked after by the local authority or other groups) is average overall but there are very few in each year group.
- Almost all pupils are White British and there is a very small proportion of pupils from minority ethnic families, some of whom speak English as an additional language.
- A much lower than average proportion of pupils is supported at school action. A much higher than average proportion is supported at school action plus or have a statement of special educational needs.
- A small proportion of pupils join the school at different times of the year from other schools or from abroad.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in classes containing two year groups because of the small numbers in each cohort.
- The headteacher had only recently joined the school at the time of the previous inspection.

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

- Improve the teaching and learning by:
  - planning more practical and relevant activities to raise standards in mathematics
  - providing more challenging work for the more-able pupils
  - providing more opportunities for pupils to take on responsibilities and be involved in decision making.
- Improve the leadership and management by:
  - linking teachers' objectives for improvement closely to targets for pupils' progress
  - agreeing measurable targets for whole school priorities
  - extending opportunities to raise pupils' awareness of life in a multi-cultural society.

## Inspection judgements

### The achievement of pupils is good

- Standards across the school have risen in each key stage over the last three years. More children than average achieve a good level of development by the end of the Early Years Foundation Stage. More Year 1 pupils than average successfully complete the phonics check. The number of Year 6 pupils exceeding their expected level of attainment in tests has risen. Standards in English are particularly high because phonics (linking letters and sounds) is well taught. Although mathematics is not as strong as English, it has improved under new leadership and almost a third of Year 6 pupils made better than expected progress last year.
- The progress of pupils known to be entitled to pupil premium throughout the school has improved due to individual support by class teachers. There were no Year 6 pupils entitled to the pupil premium in 2012 and so it is not possible to comment on whether the gap between groups is reducing. Pupils from minority ethnic groups, including those whose first language is not English, and pupils with disabilities and special educational needs make good progress.
- The small number of pupils each year allows all teachers to be involved in reviews of pupils' progress. Regular and rigorous checking ensures that each pupil, including those who have recently joined the school, makes at least expected progress. Individual needs are promptly and successfully addressed.
- The school's excellent sports provision enables those pupils lacking confidence to shine in an arena outside the classroom. Their improved self-image powerfully supports their learning in class. Recently enhanced funding has enabled the vast majority of pupils to benefit from physical activities.
- Children in the Early Years Foundation Stage write and read simple sentences. Key Stage 2 pupils write neatly and at length for a range of audiences. They regularly read a wide range of texts with good understanding. Pupils, including those who are weaker readers, are inspired by visits from practising authors.
- While standards in mathematics have improved since the previous inspection, they are still lower than those in English. Careful examination of pupils' achievement in tests has focused priorities for improvement very clearly.
- Literacy and numeracy across the curriculum help pupils to put their learning into a relevant context. Key Stage 1 pupils gained a very clear understanding of the purpose of adverbs in a physical education lesson. Reinforcement of 'wow' words helped them to become more imaginative and adventurous in their selection of movements over apparatus.

### The quality of teaching is good

- In all lessons, there are high levels of interaction between pupils and between pupils and adults. Pupils are encouraged to discuss their learning and work with others to increase their understanding.
- Teachers' good understanding of phonics is reflected in pupils' good achievement in English. Their understanding of mathematics has developed well under the leadership of a new coordinator.

- In the best lessons, teachers plan an impressive number of tasks that are finely tuned to pupils' individual needs. They skilfully manage as many as five different ability groups on the basis of their previous learning. In these lessons, pupils make rapid progress.
- In an English lesson, Year 3 and 4 pupils were able to identify the differences between simple, complex and compound sentences. Activities were very well focused and supported. All pupils, including those from minority ethnic groups and disabled pupils and those who have special educational needs, were extremely proud of their outstanding progress.
- Teaching assistants support pupils' learning well. They question pupils to extend their understanding. A teaching assistant skilfully managed a group of children from the Early Years Foundation Stage in a role-play, helping them understand the story of *Handa's Surprise*. Children's enormous enjoyment ensured they had a memorable experience while recalling the sequence of events and the names of unfamiliar animals and fruit.
- Occasionally, when teachers' explanations are too long, some pupils switch off and this reduces their pace of learning. Where teachers provide too few activities to match the needs of the least and the most able their progress is limited. Overall, there are limited opportunities for older pupils to take responsibility for their own learning.
- Pupils present their work well showing pride in their achievements. Teachers mark pupils' work analytically and their feedback helps pupils to understand what they need to do to improve.
- Regular and frequent progress checks ensure that all pupils make gains in their learning. The involvement of all teachers in each pupil's review ensures expectations are consistently high.

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

- The school's warm, supportive and respectful atmosphere is promoted by all staff who know each pupil well. Office staff oversee those pupils who come to school by bus and escort some to their classroom to settle them.
- Pupils are keen to learn and persevere very well. They understand the school's behaviour management system very well and are delighted to receive rewards for their achievements for their work and their behaviour. As a result, their self-esteem, confidence and self-discipline are very well nurtured.
- Lessons are purposeful and potentially challenging behaviour is skilfully managed. There is very little thoughtless or hurtful behaviour and bullying is rare. Attendance is comparable with other schools. There are good strategies for addressing persistent absence and unpunctuality.
- Parents and staff report that pupils feel very safe in school and pupils agree. There are regular and helpful opportunities for discussing issues such as internet safety and cyber bullying with pupils and their parents. The quiet room is well used with individual and small groups to discuss personal and social topics. Safeguarding systems are very robust.
- There are many opportunities provided for pupils' spiritual, moral, and social development. In assembly, the years are mixed up and older pupils model good behaviour to younger ones. As a result, many good friendships are formed across years. Monthly values, such as 'courage', are considered and pupils identify ways they can demonstrate these in their own lives.
- Pupils' cultural development is promoted through the school choir, visiting story-tellers, school

trips, and after-school clubs. Pupils particularly enjoy activities such as the ploughing matches and learning about farm safety. Their art-work is very well observed. There are few opportunities to understand life in a multi-cultural society.

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

- Excellent leadership by the headteacher has ensured good improvements in pupils' progress and teachers' work. In this, the local authority has provided good support. The morale of staff is high because there is a consistent approach to the implementation of policies.
- Teachers reflect regularly on their own development. The school's priorities for development are well-focused and accurate, but the outcomes identified are not easily measured.
- There is an open style of management and regular checks on teachers' work. Targets for developing teachers' work are clearly linked to their professional standards. However, they are not tightly enough linked to the expected progress for their pupils.
- The curriculum is kept under review and has been enhanced by 'forest school' and a range of extra-curricular experiences that pupils relish. Nevertheless, opportunities are missed to involve pupils in decisions regarding whole school developments.
- There are excellent relationships with parents. Their views are welcomed and they are encouraged to be involved in the work of the school.
- **The governance of the school:**
  - The governing body is challenging but supportive. Training has enabled governors to have a good understanding of data and they use this to question the school about standards. They have a good understanding of the progress of different groups of pupils including those known to be entitled to pupil premium. They have a good overview of the work of teachers. Under-performance is squarely addressed. Governors understand how appraisal may be used to reward teachers' good practice. The school is well placed to continue to improve.

## 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>	116788
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	426964

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	97
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Moody
<b>Headteacher</b>	Beverley Jane Donald
<b>Date of previous school inspection</b>	2–3 November 2011
<b>Telephone number</b>	01432 820367
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