

Burghill Community Primary School

Inspection report

Unique reference number	116667
Local authority	Herefordshire
Inspection number	379283
Inspection dates	30–31 May 2012
Lead inspector	Mark Sims HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Michael Land
Headteacher	Vickie Walker
Date of previous school inspection	26 February 2009
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Age group	4–11
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Introduction

Inspection team

Mark Sims

Her Majesty's Inspector

This inspection was carried out with two days' notice. Seven lessons were observed taught by six teachers, of which four were joint observations with the headteacher. This accounted for approximately five hours of inspection time in total. Discussions were held with groups of pupils, members of the governing body, school staff, including senior and middle managers, and a senior adviser from the local authority. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and took account of a number of documents, including the school's self-evaluation, the school improvement plan, recent local authority reviews, and the school's own analysis of pupils' performance. Also 39 parents' and carers' questionnaires were analysed, along with those completed by pupils and staff.

Information about the school

Burghill is much smaller than the average primary school. Most pupils are White British. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are very low, as is the proportion known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs is broadly average, including those pupils at school action, school action plus or with a statement of special educational needs. The school meets current government floor standards. These are minimum standards for attainment and progress expected by the government. The headteacher was appointed in January 2008.

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	2
Achievement of pupils	1
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school where pupils make excellent progress. It is not yet outstanding because most of the teaching is good and the leadership of the governing body is not as strong as the outstanding leadership of the senior leaders.
- The rapid improvement in pupils' achievement has followed from the key appointments of the headteacher and assistant headteacher. Their exemplary leadership, combined with pupils' outstanding behaviour and attitudes to learning, has led to teaching that is mostly good or better and attainment at the end of Year 6 in reading, writing and mathematics that is above the national average. The quality of pupils' handwriting and presentation does not match that of the content of their work, however. All groups of pupils make progress in line with their peers from their low starting points.
- Teaching is good and improving as a result of rigorous monitoring and support. The very best lessons result in exceptional rates of pupils' progress. Senior leaders set an example in their teaching although, elsewhere, teaching is occasionally satisfactory. While marking is often good, it is not consistently so across the school.
- Behaviour is outstanding because pupils take responsibility for managing their own and each other's behaviour and take the initiative in making suggestions and contributing to decisions about what they will learn. They feel very safe at school, and are very highly aware of the importance of keeping safe out of school as well. Parents and carers strongly support this view. Attendance has risen rapidly and is now high.
- Leadership and management are good. Senior and middle leaders manage performance well. They have an accurate view of the school and have ambition to drive forward school improvement. The governing body is supportive of the school but does not sufficiently challenge senior leaders who are not held to

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account for decisions made.

What does the school need to do to improve further?

- Ensure that more teaching is outstanding by:
 - sharing the best practice within the school and with other local schools
 - insisting that pupils' handwriting and presentation of work is of a consistently high quality
 - marking work consistently in a way that shows pupils how they can improve their work and by providing them with the chance to evaluate their own and others' work critically.

- Develop the role of the governing body so that it:
 - challenges senior leaders and holds them to account for decisions made
 - takes a greater lead in shaping the future strategic direction of the school
 - is more involved through its members' link roles in monitoring and evaluating different aspects of the school's work.

Main report

Achievement of pupils

Children join Reception working at a level that is below national expectations for their age. In recent years, they have joined Key Stage 1 slightly below the expected national level. Moderated outcomes for current pupils show that they are making good progress and are on track to be in line with the expected level in their learning goals, including literacy and numeracy.

Throughout the school, pupils are highly motivated to achieve well in all lessons. Their attitude and willingness to make choices about their learning ensure that they do very well. They also support each other's learning and, in the very best lessons, this ensures that all pupils, whatever their starting points, are involved in the learning activity. The most able pupils are given demanding roles that stretch and challenge them while lower attaining pupils are also given challenging work. All groups of pupils make rapid progress so that, by the end of Year 6, attainment as measured by test results is above the national average in reading, writing and mathematics. In the most recent tests, pupils' level of reading was the equivalent of a year above the national average. This represents a significant improvement over recent years. Test results up to 2009 had been in decline but, since the appointment of the headteacher and assistant headteacher, there has been a rapid improvement in attainment in all key stages, but most significantly at Key Stage 2.

Indicative results for pupils currently in school suggest this rapid upward trend is set to continue, with pupils' attainment at the end of Year 2 on course to rise from broadly average to above average, and at the end of Reception from below average

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to broadly average. Close monitoring and tracking of individuals has led to timely interventions to ensure that all pupils, including the small number of pupils who speak English as an additional language, disabled pupils and those who have special educational needs, make outstanding progress. All parents and carers who expressed a view in the survey said their children are making good progress at this school.

Quality of teaching

In the very best lessons, teachers set out for pupils clear learning outcomes appropriate to their varied starting points and abilities. Teachers are skilled at managing the work of teaching assistants and providing activities that pupils themselves say are fun and exciting as well as challenging. Teachers are adept at extending pupils' highly developed speaking and reading skills at all ages and providing them with the chance to talk about their work with each other in pairs or small groups. Pupils are given practical tasks and activities that help to move lessons on at a brisk pace. Teachers have high expectations of all pupils, including disabled pupils and those with special educational needs, and they plan work accordingly. Relationships between teachers and pupils, and between pupils themselves, are a significant strength of the school.

Older pupils know how well they are doing and what their targets are. Pupils have a say in the curriculum and the choice of topics and activities so that they take responsibility for their own learning and ensure the curriculum is suited to their needs and interests. They have numerous opportunities to use information and communication technology in their lessons. Teachers promote spiritual, moral, social and cultural development well through visits and trips linked to pupils' learning in order to bring the topics to life, for example work on Charles Dickens linked to a trip to London. At its best, marking informs pupils how well they are doing, how they can improve and invites them to respond to teachers' comments and questions. All parents and carers who expressed a view in the survey said their children are taught well at Burghill.

In a small number of lessons, the pace of learning is slower. Learning outcomes are not always explicit and the role of teaching assistants is not clear. Some marking is too weighted towards praise or repetitive development points that do not have sufficient impact on pupils' work. Although pupils are invited to respond to comments, teachers do not always check if they have. Pupils have the opportunity to evaluate each other's work but are not always encouraged to make comments on how work could be improved. Insufficient attention is paid to the handwriting and presentation of pupils' work.

Teaching in the Early Years Foundation Stage is good over time, in line with the progress children make. There was a good balance of teacher-led and child-initiated activity linked to the theme of the Queen's Diamond Jubilee. At times, the pace of learning slows when support does not ensure all children are involved in their learning.

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Behaviour and safety of pupils

Pupils' behaviour in and around school is exceptional. In lessons, they maintain interest throughout and are fully engaged in their learning. A buddy system, where Year 5 pupils support Reception children, is universally popular with pupils, and the bonds are maintained into Year 6. In the playground, older pupils look after younger ones and resolve any conflicts among themselves. There are no exclusions and reported recorded incidents are very rare. From an early age in Reception, children learn to socialise with each other, take turns and develop independence. Pupils are involved in making decisions about rewards and sanctions and are highly positive about the new gold card system leading towards 'well done' certificates. Pupils choose topics and themes, and what they would like to learn about within the topic. They are highly inquisitive about the world around them and this led to one pupil finding a never before discovered species of spider. Although there is little cultural diversity within the school, pupils show an appreciation and understanding of differences in the United Kingdom and wider world.

Pupils say that, although incidents are exceptionally rare, they would confidently report them to teachers or, in some instances, resolve conflicts themselves. They are aware of different kinds of bullying, including cyber bullying but report that there is no bullying or name calling in the school. They respect pupils from different cultures and understand, through the topics they study, about diversity. This was evident, for example, in a recent visit from an Indian dance company.

Most pupils said that they feel safe and secure in school. They know what constitutes potentially dangerous situations when using the internet or encountering strangers, and how to take measures to avoid such hazards. Year 6 road safety officers educate younger pupils on the importance of staying safe on the roads. All parents and carers who responded to the survey said there is a good standard of behaviour at the school. A very small minority of parents and carers disagreed that any incidents of bullying are dealt with well by the school but inspection evidence did not support this view. Rapid improvement has taken attendance rates well above the national average.

Leadership and management

The appointment of the headteacher and assistant headteacher has led to a relentless drive to raise standards. The headteacher's ambition for the school is fully supported by senior leaders, all staff and the governing body. There have been very rapid improvements in achievement and teaching and, consequently, the school has an outstanding capacity to improve further. As a very small school, all staff meet together to agree decisions. There is a rigorous programme of tracking and monitoring of pupils' progress. This has ensured that interventions and support can be quickly provided, and evaluated for their impact. The school promotes equality of opportunity very well by ensuring all pupils, including those who speak English as an additional language, disabled pupils and those who have special educational needs, make equally rapid progress. The school is rigorous in challenging discrimination and

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monitors all aspects of school life closely. Data on the achievement of pupils are externally moderated to ensure its accuracy.

Senior leaders know the school well and are able to identify areas that could be improved further. Teaching is monitored and accurately judged by senior leaders and this has led to improvements, particularly in the Early Years Foundation Stage and Key Stage 1. Middle leaders are involved in monitoring and observing teaching. The curriculum fully engages pupils as they contribute ideas to it and so it draws on their interest and motivates them to do well. The school plans very well for opportunities to promote pupils' spiritual, moral, social and cultural development through a wide range of culturally enriching curricular and extra-curricular opportunities. These engage the interest and enthusiasm of pupils. They bring learning to life when pupils are talking about their experiences in lessons.

The governing body is supportive and well informed by the headteacher but is not sufficiently involved in challenging the school to hold it to account. The headteacher and Chair of the Governing Body do not meet often enough. The governing body is over-reliant on the headteacher for strategic direction. The role of link governors is underdeveloped.

All parents and carers who responded to the survey said they would recommend this school to another parent. All of the staff who responded to their survey said they were proud to be a member of the school and that the school was well led and managed. The school's systems for safeguarding its pupils meet requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

1 June 2012

Dear Pupils



Inspection of Burghill Community Primary School, Hereford, HR4 7RP

You may remember that I came to your school when you were celebrating the Queen's Diamond Jubilee and I thought you would be interested in what I say in my inspection report. Thank you for your welcome and inviting me to join in your celebrations. Thank you too to those who gave me your views about the school.

Burghill is a good school. Since your headteacher and assistant headteacher have been appointed, it has gone from strength to strength. As a result, your achievement is excellent. You are now making outstanding progress from your starting points when you join the school to when you leave at the end of Year 6. Standards in your reading, writing and mathematics are above the national average. Your behaviour and the extent to which you feel safe are outstanding. You willingly take on responsibilities and make decisions about what you learn. Through the buddy system, older ones help younger pupils. All of your parents and carers who responded to the survey agreed with this and said you behave well in school. The teaching in most of your lessons is at least good and this, together with the way your leaders check closely how well you are doing, ensures that all of you, whether you find learning easy or difficult, do as well as you can.

There are a few things I have asked the school to do in order for it to improve further. The school's leaders must make sure that:

- more of your lessons are outstanding, matching those of the very best
- teachers regularly let you know how you could improve your work and give you the chance to respond to their comments
- the governors are more involved in checking how well the school is doing.

I hope you will play your part to make sure your written work is always presented well, and I wish you every success in the future.

Yours sincerely

Mark Sims
Her Majesty's Inspector

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