

Burrough Green CofE Primary School

Bradley Road, Newmarket, CB8 9NH

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils make variable progress in English and mathematics between year groups across Key Stage 2.
- Teaching and planning are not consistently good enough to raise standards to better than average in writing and mathematics by the end of Key Stage 2.
- Not enough attention is paid to the presentation and extent of pupils' work, in particular the amount of writing produced and the quality and execution of joined-up handwriting.
- In literacy and numeracy lessons in mixed-age classes teachers do not take enough care to match work to pupils' different learning needs.
- Teachers' subject knowledge in mathematics is not always sufficient to teach this subject effectively.
- Pupils do not know how well they are learning or what they will be learning next because literacy and numeracy targets are not always available or shared consistently in all classes.

The school has the following strengths

- The headteacher and governing body have been very successful in increasing the school's capacity to improve by appointing a senior leader and effective teachers to two of its four classes. They are increasing the rigour of teacher observations but know that some teaching still requires improvement.
- Children do well in the Reception Year.
- Pupils achieve well in science and excel in a broad range of physical education activities.
- The school is at the heart of the village and church community.
- Pupils' behaviour and attitudes to learning are consistently good. Pupils are considerate to each other and feel safe, helped by older pupils who look after younger ones in their roles of 'buddies'.
- Disabled pupils and those who have special educational needs make good progress because they receive speedy support which enables them to develop the learning and behaviour skills they need in everything they do at school.

Information about this inspection

- The inspector observed nine lessons of which two were joint observations with the headteacher.
- The inspector looked at a range of evidence including: the school's improvement and raising attainment plans; self-evaluation information; the school's data for tracking pupils' progress; pupils' work in books; governing body minutes; headteacher reports to the governing body; classroom displays; an assembly; and safeguarding documentation.
- The inspector had meetings with the headteacher, school leaders, two groups of pupils, members of the governing body and a representative of the local authority.
- Six pupils read to the inspector.
- The inspector took account of the 47 responses to the on-line questionnaire (Parent View) in reaching the final judgements on the school.

Inspection team

June Woolhouse, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action or school action plus is above average. The proportion of pupils with a statement of special educational needs is above average.
- A below-average proportion of pupils is known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils entitled to free school meals or for those whose parents or carers are serving in the armed forces.
- Children join the Early Years Foundation Stage full-time in the Reception class at the start of the academic year.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school is currently organised into four classes, three of which are mixed-age.
- The Burrough Green pre-school operates in a classroom within the school and is subject to a separate inspection.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The school moved into new buildings at the end of 2011.
- There have been a number of recent staff changes. Two new teachers joined the school in September 2012. An assistant headteacher was appointed at the same time.
- The school received a science subject audit in July, 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - expecting more sustained writing and reading in Key Stage 2 in order to extend pupils' literacy skills and increase fluency in writing
 - ensuring that learning activities in mixed-age classes are matched to pupils' different learning needs
 - giving clear feedback in lessons to correct errors and move learning forward more quickly
 - providing pupils with literacy and numeracy targets which they can use to check their own progress and to guide them in understanding what they will be learning next
 - establishing a school-wide handwriting policy to teach joined-up writing and ensuring that it is modelled consistently by all adults
 - giving pupils opportunities to improve the presentation of their work by learning how to distinguish between drafting and final copy.
- Raise pupils' achievement in writing and mathematics by the end of Key Stage 2 by:
 - ensuring that pupils have enough time, on a daily basis, to practise their literacy and numeracy skills as well as using them to solve problems and acquire knowledge in other subjects
 - providing staff with further training to increase their subject knowledge, especially in mathematics.

Inspection judgements

The achievement of pupils

requires improvement

- Children make good progress when they start school in the Reception class and Key Stage 1 but progress is too variable in Key Stage 2. Learning has been affected by some weaker teaching in the past. However, the school's own accurate checks on pupil progress and the work in pupils' books show that pupils are now making better progress.
- Standards in writing and mathematics by the end of Year 6 are average, but above in reading.
- Progress is not consistent in Years 3 to 6 because teaching does not always address the needs of the wider ability range in the two mixed-age classes. Pupils do not spend enough time writing at length or consolidating their numeracy skills with regular practice. They are fluent readers and articulate in conversation because these aspects are fully supported at home by parents, and this builds on the positive impact of the school's good teaching in this subject.
- Pupils' handwriting and writing skills are variable because there is no consistent method for developing joined-up script or improving presentation through the process of drafting. Too often, pupils produce untidy and incomplete work that is not reviewed and corrected as a result of their own observations.
- The progress of disabled pupils and those who have special educational needs is good because their difficulties are identified promptly. Adults are well deployed and use well-structured activities with individual pupils that help them to repeat aspects of literacy and numeracy that they did not grasp sufficiently well the first time.
- Pupils supported by pupil premium funding receive individual attention to improve their literacy and numeracy skills. Their progress is steady and of the small number who receive this support, most achieve as well as their classmates. Those who do not have complex learning needs and have an individual education programme. The school also supports pupils to attend clubs and make educational visits. It excels at developing pupils' confidence and wellbeing in these circumstances.
- Achievement in science is good, as was reported in a subject audit in the summer term of 2012, and pupils make good progress in this subject in all classes. Pupils talk confidently about their science knowledge and understanding, and they enjoy the practical aspects of scientific enquiry and investigation.
- Children make a good start to their schooling in the Early Years Foundation Stage and exceed the levels expected for their age by the end of the Reception Year. This is an improvement over the last two years. They make a very smooth transition into Year 1 because these two classes share the same classroom and outdoor area. Good progress is maintained and results in 2012 were above average in the Year 1 test for phonics (letters and the sounds they make).

The quality of teaching

requires improvement

- In those lessons that require improvement, progress is hampered because planning does not take enough account of pupils' prior learning or the wider ability range in mixed-age classes. Activities are not matched with enough precision to the expected progression of skills and knowledge expected for each year group.

- Pupils make less progress when learning tasks are not planned carefully enough to take account of prior learning or are not organised so that pupils can continue independently. The more able finish rapidly and do not have further tasks to complete.
- There are gaps in some teachers' subject knowledge, particularly mathematics, resulting in learning tasks that are not always built on in sufficiently small steps to ensure underlying concepts and principles are fully established.
- Pupils benefit from problem-solving approaches to learning in English, mathematics, science and topic work but there is not enough time given to the daily practice of key number and literacy skills, including handwriting and spelling, to balance up these more independent methods.
- Assessment of the key skills of reading, writing and mathematics is completed each term and recorded on a school-wide tracking system. Each year group's performance is thoroughly analysed and weaknesses are identified. Those pupils falling behind receive further support to boost their learning and increase their progress. The school has identified mathematics as an area for improvement.
- Marking has improved since the implementation of a school-wide policy and is appropriately focused on identifying errors and informing pupils on how they can improve. At present, insufficient attention is directed towards good-quality presentation. Pupils' workbooks are often untidy and show little regard for good-quality handwriting or the difference between a first attempt and best copy.
- Pupils use a range of methods to check whether or not they have succeeded in their learning. Evidence in books shows that literacy and numeracy targets are not used regularly. Pupils say that they do not always know their targets which are intended to inform them of what they have achieved and what they will be learning next.
- In an outstanding numeracy lesson, pupils were quickly aware of what they were going to learn and then rehearsed essential vocabulary. Well-prepared and sufficiently varied resources enabled all ability groups to understand what they were trying to calculate. Very clear teaching took pupils step by step through the process of finding the difference between two numbers. This succeeded because it was backed up by visual examples on the interactive whiteboard, time to practise and close monitoring of work in pairs. Errors were immediately intercepted and pupils made very rapid progress as a result.
- Teachers have a very good rapport with their pupils, leading to harmonious relationships and well-developed social and moral attitudes. Pupils are treated with respect and consideration because these are core values of the school. The impact is clearly visible in pupils' consistently good behaviour. The most vulnerable and those who are disabled or have special educational needs gain in confidence which, in turn, has a positive effect on their learning and progress. Teaching assistants are well deployed to give extra support to individuals or small groups.

The behaviour and safety of pupils are good

- Pupils' behaviour is consistently good and is often exemplary. Pupils are naturally polite, courteous to each other and to adults. As a result, the school is a harmonious community where learning proceeds without interruption. Pupils' behaviour and attitudes reflect the school's positive values very well. This is a place that nurtures young learners, promotes teamwork and develops their confidence. The school's aspirations for all its pupils make a significant contribution to their wellbeing and enjoyment of learning.

- Pupils talk confidently about their school, feel safe and do not encounter any bullying. The rich and practical range of subjects, including religious education, is a significant factor in pupils' very good spiritual, moral, social and cultural development.
- Pupils' attendance is above average. Pupils are punctual to lessons and keen to learn because the range of subjects is varied and there is a commendable emphasis on practical tasks and first-hand enquiry. The participation and success in sporting activities are noteworthy.
- Pupils enjoy the responsibilities they discharge as monitors, buddies or members of houses and the school council. They are actively engaged in charitable works and enjoy community events that take place in the village throughout the year.
- Pupils feel safe and the school's procedures for safeguarding and health and safety are thorough and comprehensive. Pupils are taught about internet safety and are confident about procedures for seeking help from an adult should the need arise. Parents and carers appreciate the care that is extended to their children by the school.

The leadership and management are good

- The headteacher and governing body have worked very effectively to increase the school's capacity to improve teaching and pupils' progress. Newly appointed school leaders have combined into a very committed, collaborative and energetic team. There are clear signs that pupils are achieving more and a higher proportion of teaching is now consistently good. Inspection evidence corroborates these school judgements. Pupils are making better progress than last year and are on track to achieve their challenging targets in the summer term.
- The school's distinctive culture is made explicit in its aims and stated clearly in its mission statement. It permeates everything the school does regarding all aspects of pupils' learning and wellbeing. It makes a significant impact on pupils' spiritual, moral, social and cultural development.
- Phonics and other reading skills are systematically taught on a daily basis and indicate the importance the school attaches to these fundamental learning tools. The majority of Year 1 pupils reached the expected level in their tests and reading achievement is good throughout the school.
- Effective and thorough management of teachers' performance leads to well-targeted professional development opportunities. Improving mathematics teaching and increasing subject knowledge are already school priorities although it is too early to detect the impact of these initiatives in all classes. All teachers evaluate their classroom practice critically and are keen to improve.
- The headteacher and governors regularly evaluate different aspects of school provision. Observations of teaching are assessed accurately and reports capture the nuances of how pupils are learning in each classroom. Governors recognise the need for greater urgency in improving teaching to a consistently good standard so that English and mathematics achievement improves further. They have communicated this view to staff.
- Pupil performance information is analysed in detail and progress within year groups and for different pupil groups is monitored regularly. These results are acted on swiftly to provide extra support for pupils who are making less progress than they should. The new school leadership

team knows that further improvement is necessary to raise standards further and meets weekly to discuss pupil performance and make refinements to teaching practice. Evidence this year shows progress has increased and is more consistent across each year group.

- The local authority provides regular support through monitoring visits and by setting sufficiently challenging school targets for the Reception class, Year 2 and Year 6. The local authority provides valuable and accurate external evaluations to help the school to achieve greater precision in its own assessments of teaching and learning.
- Pupils are taught a wide range of subjects which are combined into interesting topics. Practical activities motivate pupils to investigate and enquire for themselves. This is especially noticeable in topic work, mathematics, science, information and communication technology, physical education and design and technology. Plans are being refined further to identify the skills and knowledge that need to be taught systematically across each year group. This is an important priority to ensure that teachers cater for the whole ability range, especially in Years 3 through 6.
- The school runs an excellent website which provides a wealth of up-to-date information for parents and the community about everything that takes place in school and a termly calendar of events. Pupils' sporting achievements are celebrated and parents can see photographs of events and activities in which the pupils are involved. All essential information about the school's policies are readily available.
- **The governance of the school:**
 - The governing body is informed, strategic, well-led and sharply focused on improving pupils' performance. Governors visit the school regularly and conduct their own evaluations of how well pupils are learning. They hold the school to account for its performance and are fully involved in teachers' appointments and promotion. They set targets for the headteacher and review progress towards them throughout the year. Pay awards are given when they reflect pupils' achievements and good progress. Governors monitor the impact of all spending closely and plan ahead to assure staffing levels. They also know how well pupils entitled to the pupil premium have performed as a result of interventions and individual support. The governing body oversees rigorously all safeguarding and safer recruitment matters.

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

Unique reference number	110783
Local authority	Cambridgeshire
Inspection number	405303

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	100
Appropriate authority	The governing body
Chair	Daniel Aguilar
Headteacher	Keith Archer
Date of previous school inspection	14 September 2010
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