

Buriton Primary School

High Street, Buriton, Petersfield, GU31 5RX

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils achieve well in English and mathematics and make good progress from their starting points.
- There has been a marked improvement in attainment in English and mathematics this year.
- High attaining pupils achieve well because teachers have an accurate understanding of what pupils need to do next in their learning.
- Teaching is good and sometimes outstanding.
- Teaching assistants provide caring, confident and effective support for pupils.
- Good quality marking ensures that pupils have a clear understanding of how well they are learning and what they need to do to improve.
- Clear routines and expectations mean that children settle quickly in the Reception year.
- Pupils want to do their best and behave well. They feel very secure and valued.
- The headteacher and senior leaders have a clear vision for the school's development which is shared by all staff.
- Staff have high expectations of themselves, as well as the pupils, and all are involved in the drive for further improvement.
- Governors know the school well and provide good levels of support and challenge for school leaders.

It is not yet an outstanding school because

- There is not enough outstanding teaching. In a small number of lessons, pupils are given too much time to complete a task and few lose concentration. When this happens, their progress slows.
- Occasionally, questioning is not used fully by teachers to explore and check pupils' understanding and to build more strongly on what they already know.

Information about this inspection

- The inspector observed nine lessons and part-lessons, including three lesson observations with the headteacher.
- Discussions were held with the headteacher, a group of governors, a representative from the local authority, senior leaders, staff, parents, carers and pupils.
- The inspector took account of 35 responses to the on-line Parent View survey, individual telephone calls and 13 staff questionnaires.
- The inspector observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records, safeguarding documents and a sample of pupils' work.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium is below the national average. Pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals, children who are looked after by the local authority and other groups.
- The proportion of pupils from minority ethnic groups is well below the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus, or with a statement of special educational needs is above average.
- Pupils in Years 1 to 6 are taught in mixed-age classes. There is a mixed-age class of Year 1 and 2 pupils, another of Year 3 and 4 pupils and a further class comprising pupils from Year 5 and 6. Children in Reception Year are taught in a single-age class.
- The proportion of pupils moving into and out of school, other than at expected times, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- In the past year, the school has worked with a local authority Advanced Skills Teacher (AST) at the headteacher's request.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to secure the highest levels of achievement by making sure that:
 - pupils are given the right amount of time to complete a task and are moved on in their learning when ready
 - teachers make full use of questioning during lessons to explore pupils' knowledge and understanding and extend them further.

Inspection judgements

The achievement of pupils is good

- Children's skills and understanding when they join Reception class vary considerably from year-to-year. In 2012 children's skills on joining Reception were generally at the level expected for their age. Children are excited about learning and keen to be involved in all that school has to offer. They make good progress, particularly in the development of reading, writing and mathematical skills and are well prepared for Year 1.
- Pupils in Key Stage 1 and 2 make good progress in reading, writing and mathematics. Small numbers of pupils in each year group mean that there are variations in attainment from year to year. Attainment at the end of Key Stage 1 has been steadily improving over the last three years. In 2012, attainment was above average in reading, writing and mathematics. School information indicates that, while attainment dipped in 2013 to average levels, this represents good progress from pupils' starting points.
- A substantial improvement in attainment at the end of Key Stage 2 in 2010 was sustained the following year. A dip in attainment in reading, writing and mathematics at the end of Key Stage 2 in 2012 was due to an above average proportion of pupils moving into the school during the key stage combined with an above average proportion of pupils with additional needs in the year group. School information indicates that this dip was successfully reversed in 2013, when all pupils attained the expected level 4 in reading, writing and mathematics.
- Higher attaining pupils achieve well in the school because expectations are high. The proportion of pupils attaining the higher levels is consistently above average. In 2013, an above average proportion of pupils attained level 6, the highest level of attainment, in reading, writing and mathematics.
- Typically the numbers of pupils eligible to benefit from pupil premium in each year group are small. In 2012, this group's attainment was slightly below other pupils in the school and their peers nationally in English and in mathematics. However, progress information shows that these pupils made similar progress from their starting points to other pupils in the school in English and made better progress than their peers in mathematics. The gap between eligible pupils and their peers narrowed substantially in 2012. This is because support is tailored to meet individual needs with increasing accuracy. In 2013, pupils in this group made similar progress to other pupils in the school.
- Disabled pupils and those with special educational needs make similar progress to other pupils in the school. Like their peers, they are keen to learn and enjoy school. Typically, a proportion of pupils with additional needs and some gaps in their learning enter the school partway through Key Stage 2. The school quickly assesses their needs and puts support in place so that no time is lost and they make good progress. The small number of pupils for whom English is an additional language makes similar progress to their peers.
- Achievement is not yet outstanding because, while pupils make good progress overall, there are small variations in the progress pupils make in different year groups as they move through the school.

The quality of teaching is good

- Typically, teaching in the school is confident and lively and so pupils of all abilities display positive attitudes, are interested and motivated to learn. Not enough is outstanding in order to maximise all pupils' achievement in English and mathematics.
- Teachers' use of questioning is generally used very well to check pupils' understanding, challenge any misconceptions and builds on what pupils have already learnt. For example, during a Year 5/6 lesson about adaptations, the teacher checked pupils' understanding of the answers they had given about plants living at 'high altitudes' by asking follow up questions. This ensured that pupils were not simply repeating knowledge, but also building their understanding

about what is meant by the phrase.

- Occasionally teachers miss opportunities to use questioning to check pupils' understanding and to accelerate their progress. In a few lessons, pupils are given too much time to complete a task so that they lose interest and their progress slows.
- A wide range of activities in Reception provide children with many opportunities to talk to each other and to learn how to share and cooperate. As a result, children rapidly develop confidence and establish friendships.
- Teachers use a wide range of techniques to interest pupils and to make learning relevant, such as role play in lessons, activities in the school grounds and a variety of trips. For example, in an art lesson, pupils in Years 1 and 2 enjoyed drawing dinosaurs and decorating them with leaves and twigs from the school grounds. As a result, they made good progress in the development of drawing skills and in their knowledge of dinosaurs.
- The ethos of the school is strongly inclusive and pupils of all abilities and backgrounds are expected to do their best. Teaching assistants provide confident and positive support for individuals and groups of pupils, including disabled pupils and those with special educational needs and the very few pupils for whom English is an additional language. They work closely with teachers and have an accurate understanding of pupils' needs. As a result, these pupils usually make good progress.
- A school focus on improving the quality of marking has been very successful. Pupils' work is marked to a consistently high standard across the curriculum, with valuable comments and questions which ensure that pupils know what they are doing well and what they need to do to improve. There are many examples of pupils responding to this advice by, for example, completing a further mathematical challenge or improving a piece of written work.

The behaviour and safety of pupils are good

- This is an inclusive village school and pupils feel very safe. Pupils are keen to do well and respond very positively to high expectations. They are proud of their work and the standard of presentation in their books is impressive. One pupil told the inspector, 'This school is very special. We like going to school'.
- Inspection evidence, including information about pupils' behaviour over time, shows that pupils usually behave very well in lessons, during playtimes and when moving between lessons. Most parents who completed the online Parent View questionnaire consider behaviour to be good, a view endorsed by pupils who explained that pupils like learning because 'teachers make learning fun!'
- Pupils take a serious view of bullying and say that it never happens in school. They know about different forms of bullying, such as cyber-bullying, and demonstrate a mature view of how they can keep themselves safe by, for example, not posting photographs of themselves on websites. Inspection evidence shows that any incidents of bullying are extremely rare and dealt with appropriately. Discrimination is not tolerated.
- The school works closely with parents to support pupils' attendance. A focus on the importance of attending regularly has led to a marked improvement over the past three years. Attendance is currently in line with the national average.
- Behaviour is not outstanding because a few pupils occasionally lose concentration when an activity goes on for too long during lessons, so that the quality of their learning dips.

The leadership and management are good

- The headteacher and senior leaders provide excellent role models for staff and pupils. Together with governors they are ambitious for the school's future and there is no sense of complacency. The school's success in maintaining good levels of teaching and achievement and in securing further improvements illustrates the school's strong capacity to continue to improve.

- Subject leaders' enthusiasm and confident subject knowledge plays an important part in the school's development. For example, they regularly participate in a wide range of monitoring activities, including discussions with the headteacher and other members of staff about pupils' progress and how best to support individual pupils. Carefully targeted professional development ensures that leaders at all levels play an effective role in driving improvements in achievement.
- The school's drive to further improve the quality of teaching has included recent liaison with a Advanced Skills Teacher. This is giving teachers a clearer picture of what they need to do to increase the proportion of outstanding teaching. The impact is already evident in the increasing proportion of outstanding teaching being observed. Staff are committed to developing their practice further and staff morale is high.
- The school's self evaluation procedures are thorough and accurate. The local authority has provided valuable advice to support the school in its ongoing development. For example, a local authority representative has discussed priorities for school development with the headteacher in relation to information about pupils' achievement.
- The curriculum is well planned, with sufficient depth and breadth to ensure that learning is meaningful. Sports funding is used to provide good quality, specialist teaching, which is greatly appreciated by pupils. The curriculum makes a significant contribution to their spiritual, moral, social and cultural development so that they develop into mature young people well prepared for the next phase of their lives.
- **The governance of the school:**
 - The governing body has an accurate picture of the school's strengths and development needs, including the quality of teaching, and provides appropriate challenge for school leaders. Regular visits to the school ensure that governors have a good working knowledge of the school's activities. They know how well pupils are achieving in relation to their peers nationally and are committed to securing the highest levels of achievement. They know how pay is used to reward and support teaching and how this is helping to raise pupils' achievement further. They are well informed about how funds such as pupil premium are spent and know how this is improving pupils' achievement. Safeguarding procedures are robust and meet statutory requirements.

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	115869
Local authority	Hampshire
Inspection number	426585

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	Mr Tom Cooper
Headteacher	Mrs Danielle Brown
Date of previous school inspection	2 December 2008
Telephone number	01730 263526
Fax number	01730 231982
Email address	headteacher@buriton.hants.sch.uk

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