

Burrough Green CofE Primary School

Bradley Road, Newmarket, CB8 9NH

Inspection dates 26–27 November 2013

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards are above average in English and mathematics when pupils leave the school at the end of Year 6.
- Almost all pupils, including those who are potentially vulnerable and the most able, make good progress.
- Teaching is consistently good or outstanding, particularly in Year 6. Activities for pupils are well matched to the age and individual needs of pupils.
- Pupils' behaviour is outstanding, both inside and outside the classroom. Pupils have extremely positive attitudes to their learning and are supported by excellent provision for their spiritual, moral, social and cultural development.
- Pupils' attendance is well above the national average.
- Pupils excel in the competitive sports available, particularly running.
- Parents are overwhelmingly supportive of the school. One parent summed up the views by saying, 'For such a small school its legacy and positive influence on pupils after Year 6 is huge.'
- Governors have high expectations and have worked effectively with the headteacher to rapidly improve teaching and pupils' achievement since the previous inspection.
- Governors and senior leaders know the school's strengths and areas for development very well. This has made sure that staff have focused on the correct areas for improvement.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Currently the best practice in school is not shared more widely to help all teachers improve.
- Pupils are not given sufficient time to understand and respond to teachers' comments in their books.
- Subject leaders do not have enough opportunities to develop their roles further.

Information about this inspection

- The inspector observed nine lessons, of which four were observed jointly with the headteacher. In addition, several short visits were made to lessons including a number of small groups of pupils being taught by teaching assistants. The inspector conducted two learning walks and observed two assemblies.
- Pupils from Years 1, 2 and 6 were heard reading. Lunch and break times were used to talk to pupils around the school and a meeting was held for the school council representatives and their leader.
- The inspector held meetings with governors, staff, pupils and a representative from the local authority and talked to parents and carers. The inspector also conducted a telephone call with an external consultant for the school. These meetings included discussions about the analysis of data, documented information and records provided by the school. These included records of the monitoring of the quality of teaching, the tracking of pupils' progress as well as documents relating to safeguarding children.
- The inspector took account of the responses of 80 parents and carers to the online Parent View questionnaire during the inspection, a letter from a parent and 17 staff questionnaires.

Inspection team

Nicola Edwards, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well below average.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and those pupils known to be eligible for free school meals.
- The school is currently organised into four classes, three of which are mixed-age.
- On site there is a pre-school group; this is subject to separate inspection arrangements.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is consistently outstanding by:
 - making sure that pupils clearly understand and have the time to respond to teachers' written comments
 - sharing outstanding teaching more widely across all classes so that all teachers benefit from coaching and seeing high quality lessons.
- Further improve the effectiveness of leadership and management by:
 - providing well-structured opportunities for subject leaders to develop their role, linking with governors and other schools.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved since the previous inspection and standards are above the national average in English and mathematics by the end of Key Stage 1 and 2. Pupils make accelerated progress in Year 6 as a result of outstanding teaching; their achievement in reading is well above that seen nationally.
- Most children start school with typical skills and understanding. Children make good progress through the Early Years Foundation Stage, particularly those with communication, language and literacy skills below those expected for their age. This is because they receive high quality additional support which helps them to make progress quickly.
- All pupils have targets in English and mathematics which they understand and are clearly presented in their books. This means that all pupils know what they need to learn next. This especially supports the more-able pupils with greater levels of challenge.
- A high priority has been placed on developing pupils' reading skills. Pupils throughout the school read a wide range of books with confidence and enjoyment, making the most of the extensive library. Pupils say they enjoy reading and read regularly to adults at school. The school council are proud that they have now further developed the school library with books that they really want to read. Pupils develop a love for reading from an early age.
- Only a very small number of pupils is eligible for pupil-premium funding. It is not possible to report on their attainment at the end of Year 6 without identifying individual pupils. Throughout the school, however, eligible pupils make good progress. As a result, the gap between their attainment and that of their classmates is getting smaller in English and mathematics.
- Disabled pupils and those who have special educational needs achieve well. Close monitoring of their progress by staff, who provide a good range of well-designed activities, meet these children's academic and social and emotional needs effectively. As a result, they make good progress from their individual starting points.
- Pupils achieve well in sports and the additional primary school sport funding has provided further opportunities for pupils to participate in competitive events. The pupils are very successful in cross-country running events with a lunchtime running club twice a week.

The quality of teaching is good

- Teaching has improved since the previous inspection. In the best lessons, teachers are enthusiastic, have high expectations, and excellent subject knowledge, which inspires pupils. For example, in a Year 6 mathematics session, probing questioning from the teacher and opportunities to discuss their work together meant that pupils made fast progress in their learning about proportion.
- Staff make clear their high expectations to pupils of what they can achieve. Typically, teachers use the information on how well each pupil is doing very effectively in their high quality lesson planning. This makes sure that each ability group is set work at just the right level of difficulty for their age, to move their learning rapidly to the next level of attainment.
- All teachers show that they have developed good subject knowledge since the previous

inspection. They encourage pupils to use technical vocabulary confidently and accurately. They reshape lessons effectively according to pupils' understanding, so that the momentum of learning is maintained. Additional adults are used well to support pupils who need extra help and to make sure that they are able to take a full part in lessons.

- The quality of marking has improved since the previous inspection and is now consistent across the school. Teachers deliver daily English and mathematics lessons, along with basic skills. Teachers now make sure that all pupils are given opportunities to write at length and this has resulted in improved handwriting and presentation in books across the school. Sometimes teachers do not give pupils enough time to understand and to respond to the comments made by staff in their books.
- There is not enough opportunity for staff to benefit from sharing outstanding teaching so that the practice of all teachers improves.

The behaviour and safety of pupils is outstanding

- Pupils have an exceptionally positive attitude to learning; any rare lapses in behaviour are consistently well managed by all staff. Very warm relationships underpin pupils' considerable willingness to learn and participate in discussions. For example, in a Year 4 and 5 art lesson pupils were eager for the opportunity to learn more by challenging and encouraging each other, adapting their designs and learning from their mistakes.
- Pupils feel safe and know who to talk to if they have any worries. They say that the 'Happy and Sad club' really helps them to reflect on their feelings.
- Parents and carers, staff and pupils are very positive about the behaviour in the school and the care and respect pupils have for each other. Pupils have an excellent understanding of different types of bullying including e-safety.
- Pupils expressed their appreciation of the excellent play equipment and the extended adventure play area developed by the school council. Pupils 'love' the opportunities to play outside, climbing trees and taking measured risks, to create their own games.
- Pupils thoroughly enjoy the opportunity to take on responsibility and this includes the school council. This enables the oldest pupils to be well prepared for their transition to secondary school, being self-confident and determined to achieve their very best. The excellent development of pupils' spiritual, moral, social and cultural development has enabled pupils to be reflective, caring and develop their individual personalities. Pupils have a real sense of pride when they talk about their sporting achievements.
- Attendance is above average. There are very good procedures for tackling absence. Pupils' very good attendance records reflect their great enjoyment of school and their learning.

The leadership and management is good

- The school's distinctive culture is made explicit in its ten core values; courage, determination and love feature strongly. It permeates everything the school does including all aspects of pupils' learning and well-being. It makes a significant impact on pupil's development.

- Staff development is of high importance to the leadership team. The system for reviewing staff performance recognises strengths within the staff and has identified that there are not enough opportunities for staff to share best practice across the school or gain from links with other schools to further develop their own skills and knowledge.
- Leaders and managers regularly check the progress made by individual pupils and use the resulting information effectively to improve and accelerate achievement. They recognise that staff have relied too much on the headteacher to carry out this work in the past, and that subject leaders do not take enough of a lead.
- The school's curriculum offers a wide range of opportunities for all pupils to experience first-hand learning through a regular programme of visits and visitors to school.
- The school is particularly effective in promoting equality of opportunity and pupils confirm that they have a good understanding of different faiths and cultures from around the world. Senior leaders are rigorous in making sure there is no discrimination.
- The local authority has provided some support with consultants for English and mathematics. The headteacher has secured an experienced external consultant to further support and challenge the leaders and managers.
- **The governance of the school:**
 - Governors were determined that the school must improve following the previous inspection. Their support and challenge have made this happen. They have a thorough understanding of the strengths and areas for development in the school and are realistic about how the school's performance compares with others. Governors are aware of pupil-premium funding and how it should be spent and have received regular updates to ensure this is making a difference for eligible pupils. Governors receive external support for checking the performance of the headteacher and receive updates on how effective the setting of targets for staff to improve their work has been. Governors sign off pay recommendations for staff and are aware of how underperformance is tackled. They regularly visit the school and look at pupils' work. Governors make sure statutory duties are met including safeguarding.

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	428159

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	93
Appropriate authority	The governing body
Chair	Daniel Aguilar
Headteacher	Keith Archer
Date of previous school inspection	30 January 2013
Telephone number	01638 507236
Fax number	01638 507236
Email address	office@burroughgreen.cambs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

