



Buriton Primary School

Inspection Report

Unique Reference Number 115869
LEA Hampshire LEA
Inspection number 279690
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Olson Davis AI

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

Type of school	Primary	School address	High Street
School category	Community		Buriton
Age range of pupils	4 to 11		Petersfield, Hampshire GU31 5RX
Gender of pupils	Mixed	Telephone number	1730263526
Number on roll	84	Fax number	1730231982
Appropriate authority	The governing body	Chair of governors	Mrs H Myers
Date of previous inspection	26 June 2000	Headteacher	Mr Mike Bainbridge

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Buriton Primary School is situated in a village serving its mainly rural community and the nearby market town of Petersfield in Hampshire. There are 93 pupils on roll aged four to eleven years. Apart from the reception class, all classes contain pupils from two year groups. Pupils come from a wide range of socio-economic backgrounds and their attainment on entry to the reception class is broadly average. The number of pupils eligible for free school meals is below the national figure. The percentage of pupils with learning difficulties and disabilities is above the national average. There are no pupils from minority ethnic backgrounds and no pupils for whom English is an additional language. The school is housed in a recently modernized Victorian building.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school is very effective. This judgement matches the school's own view of itself. Self-evaluation is strong and the impact of improvement initiatives is evident in all areas of the school. The capacity to improve is strong. The school is well led and managed by an inspiring headteacher who gives clear direction to the school and involves all stakeholders in its future planning. Governors play an effective role in school improvement. Standards are above average although as the school is small there are fluctuations year on year. There is good provision in the Foundation Stage. Pupils make good progress in their personal development. They behave well and have good attitudes to learning. Pupils enjoy school very much and parents are right to be confident that their children are well cared for at school. These factors contribute significantly to pupils' good progress. Teaching is good because the headteacher monitors and evaluates teaching well and works with staff effectively to improve their approaches to assist pupils' learning. The school has recently put in place sound initiatives to share best practice in teaching, to help raise pupils' achievements further. Assessment information is used well to follow pupils' progress and to set targets for improvement. The curriculum is good, linking subjects and encouraging pupils to use key skills in literacy and numeracy in their learning. The school rightly recognises that it needs to obtain more resources for information and communication technology (ICT) to raise standards further. The school provides good value for money and is in a good position to continue improving.

What the school should do to improve further

* Improve the provision for information and communication technology in order to raise standards further.

Achievement and standards

Grade: 2

Overall, pupils make good progress. When they enter the school in the Reception year, their standards are broadly average, although there are sometimes wide differences in attainment within the small group. Pupils make good progress during their time in the Reception class, particularly in their personal, social and emotional development. The fact that this is a small school accounts for the wide variation in the number of pupils in year groups and in the standards attained from year to year. There is also an increasing number of pupils with learning difficulties joining the school, which affects the standards. Standards at the end of Year 2 were above average in 2003 but dipped to average in 2004. Standards in 2005 were also average but the year group contained a high proportion of pupils with learning difficulties. Following a school initiative, standards in science were raised to above average. In Year 6, standards in Year 6 were broadly average in 2004 but were above average in 2005, with pupils making good progress in relation to their capabilities in English, mathematics and science. This is linked to the particularly good teaching in Key Stage 2 that enabled pupils' results to

exceed the school's challenging, published targets. Pupils with learning difficulties are supported well and make good progress towards their targets.

Personal development and well-being

Grade: 2

Personal development is good. Parents comment favourably on the increase in confidence and self-esteem shown by their children. Pupils build on the good foundations laid down in the younger classes. They are polite, friendly and caring. Attitudes to learning are good because staff have high expectations of what pupils can do to assist their own learning. As one Year 6 pupil said 'My teacher helps you to be responsible for your own learning'. Spiritual, moral, social and cultural development is good. Pupils behave well in response to the good relationships between staff and pupils. They show respect for other's feelings and opinions. Pupils' quiet reflection in assemblies shows a developing spiritual awareness. There is active participation in the cultural activities in school. Pupils show a good awareness of the diversity of cultures within modern society in Britain. Enjoyment of learning permeates the school and is a reason why attendance is good. Pupils feel that they are listened to and their suggestions for improvements are followed up. The school helps pupils to make a contribution to the community through the many responsibilities they are given and pupils take these responsibilities seriously. Pupils have a good understanding of the need to live healthy life-styles and to keep safe. They participate enthusiastically in the physical activities offered by the school, including those within the extra-curricular programme. Pupils are forming a growing awareness of economic matters through their participation in events to raise money for charity and for the school.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well because of good teaching. The most important feature of the teaching is the good relationship between pupils and staff. This results in pupils behaving well and having positive attitudes to learning. The work given to pupils is often matched well to their abilities, providing challenge for pupils. Teaching assistants provide good support, which helps pupils with learning difficulties to participate fully in lessons and make good progress. Teachers are good at assessing pupils' work during the lesson and at providing feedback that helps pupils to improve. They also involve pupils in assessing the success of their own learning. This helps pupils to develop skills at assessing the quality of their own work. Assessment information is used well to identify individual targets for improvement for pupils. As a result, pupils know what they need to do to improve. Teachers help pupils to become aware of their different learning styles and provide situations to help them learn in their preferred styles. They also provide good opportunities for pupils to learn independently and in co-operation with other pupils. Above all, the good teachers in the school make learning fun. The

enjoyment experienced by one pupil was plainly evident when he exclaimed in a mathematics lesson: 'I love fractions!'

Curriculum and other activities

Grade: 2

The curriculum for pupils is good. It is broad and balanced and is monitored closely to ensure necessary coverage. It is responsive to the learning needs of individual pupils by encouraging them to apply taught skills and knowledge within other areas of learning. Teachers make good use of the local environment as starting points for developing key skills for learning. A recent visit to a country park resulted in pupils writing letters to complain about the litter and a gnarled tree provided an impetus for art work. Pupils' personal development is well planned for through the school's personal, social and health education programme which effectively raises pupils' awareness of staying safe and keeping healthy. There is high pupil participation in the wide range of clubs, visits and other enrichment activities. Interactive whiteboards are used to enliven classroom discussions. Although the school uses its information and communication technology (ICT) resources well to promote pupil learning some areas of the ICT curriculum are not covered as well as others due to a lack of sufficient resources. Future planning for the school describes fully how the school is intending to obtain more resources to help raise standards in ICT.

Care, guidance and support

Grade: 2

Pupils' care, guidance and support are good. Parents appreciate the good care and support given to pupils by staff. The school has robust procedures for child protection and for assessing and dealing with risks. All staff are aware of their responsibilities for the health and safety of pupils within their care. Pupils feel safe in this secure environment. Although pupils say there is no bullying at the school, they express their confidence that if it did occur, it would be dealt with effectively. Staff provide good guidance for pupils. Assessment information is used well by the school to set challenging personal targets for improvements. Parents are kept well informed of this process. Pupils with learning difficulties are well supported through a well organized programme and make good progress against the targets in their individual education plans.

Leadership and management

Grade: 2

School leadership and management are good. The headteacher provides a clear direction for the school and is tenacious in seeking and obtaining school improvement. As a result of his leadership there is a common sense of purpose throughout the school. There are many strengths in the way that the school checks its own performance. Improvement initiatives are rigorously evaluated and their impact documented. Self-evaluation is a strong feature of the school and is effective in bringing about

improvement. Teaching is closely monitored and teachers' targets for improvement are closely linked to the school's priorities for development. These priorities stem from careful analysis and discussions within the school community. Parents, pupils, staff and governors are all involved in the future planning for the school. The school's values are well understood and shared by the school community. The school is inclusive and equality of opportunity is promoted well. The staff work enthusiastically as a team, examining ways in which improvements can be made. The headteacher develops the skills of other managers well. He provides opportunities for staff to undertake improvement initiatives whilst offering support and guidance. The governors are very effective. They are supportive and understand the school's strengths and priorities for development well. Governors play an important role in monitoring and evaluating aspects of the school and provide challenge to school managers, when necessary. Financial resources are used well and are carefully monitored. The governors' efforts in securing re-building work in the school have resulted in an attractive learning environment for pupils. As a result of good leadership and management the school has made good improvement since the previous inspection and is in a good position to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I enjoyed my visit to your school and would like to thank you all for making me so welcome. I enjoyed talking with you and took careful note of what you and your parents had to say about the school. I was impressed by how much you all like your school and how well you all behaved. It will come as no surprise to you that you go to a good school.

Here are some of the many things your school does well: * The headteacher and staff are clear about what needs to be done to improve the school so that you can make even better progress. This is because they have taken advice from people involved with the school, including you.* Your school is a happy place in which to learn because you behave well and get on well with each other and with the adults in school.* Your teachers provide good opportunities for you to learn new skills and try them out in different situations.* You have good teachers who know how well you are getting on and give you good advice about how to improve.* Adults in school are kind and look after you well.

Your school is already good at knowing what needs improving and improving it. However, I have asked the headteacher and staff to make the following improvements:* Continue to get more computer resources so that you can practise and develop your ICT skills further.I know that you will continue to enjoy your school. I hope that you will support your teachers as they try to make your school the best that it can be for you.