

Ofsted Update 2018

4th October 2018

On Tuesday 25th September 2018, Burlish Park Primary School received their HMI monitoring visit. We are pleased to inform you of the results.

2017 Report

In July 2017, Burlish Park Primary School needed to:

Urgently improve outcomes in reading, mathematics and, where needed, in writing by ensuring that:

- progress for disadvantaged pupils speeds up substantially so that it is close to, or above, that of other pupils nationally
- all pupils, including pupils who have special educational needs and/or disabilities, make consistently good progress across all classes in Years 3 to 6 and catch up on any lost ground.



Improve the quality of teaching, learning and assessment by ensuring that all teachers, particularly those in key stage 2:

- insist that pupils use correct basic skills, such as spelling, grammar, punctuation and presentation, correctly in all their work
- use correct spelling and grammar themselves so as to set a good example to pupils

2018 Visit

In September 2018, it was reported that:

“Early Years provision and teaching in key stage 1 remain good. The results of national assessment since the previous inspection bear this out. The proportions of pupils reaching and exceeding age-related standards in reading, writing and mathematics by the end of Year 2 compare well with national figures. At key stage 2, the 2017 and provisional unvalidated 2018 national test results show significant improvement.”

“Leaders and staff have been successful in improving pupils’ achievements in all classes in key stage 2. This includes disadvantaged pupils, most of whom are now reaching or exceeding age-related standards. The difference between their progress and that of other pupils in the school and nationally is reducing. Pupils who have special educational needs and/or disabilities are making more consistently good progress in key stage 2 than previously reported.”

“Both the headteacher and deputy headteacher are effective and determined to continually improve the quality of teaching, learning and assessment across the school.”

“Teachers in all classes teach and model writing effectively so there is greater consistency than previously in the form and structure of pupils’ writing.”

- assess accurately what pupils can do
- plan lessons that enable pupils to reach appropriate standards for their ages.



Increase the attendance of pupils who are eligible for free school meals, so that it is in line with the national figure for other pupils.



Improve leadership and management by ensuring that:

- senior leaders hold teachers rigorously to account for the performance of all groups of pupils
- poor teaching is tackled swiftly and effectively
- checks on the quality of teaching focus rigorously on its impact on pupils' progress
- governors consider frequently the impact of leaders' actions on the quality of education and hold them to account if improvement is too little or too slow.

- **“Staff use assessments much more diligently and accurately than previously to plan lessons and programmes of work for pupils to study. Assessment information is used better now to identify those pupils who need to catch up on previously lost ground.”**

“This is a very positive school community and pupils enjoy coming to school. This is reflected in good attendance rates, including the much-improved attendance of disadvantaged pupils, which was also an area for improvement cited at the time of the previous inspection.”

“The headteacher’s strong commitment and effective leadership to addressing these failings have turned things around. The headteacher and deputy headteacher regularly monitor teachers’ performance, which has eliminated weak practice. ”

“Senior leaders provide accurate and effective feedback to staff and there are increasing opportunities for teachers and support staff to see and share good practice.”

“The governing body has acted on the recommendations of an external review which took place in February 2018. Governors are now well placed to build on these recommendations as they embark on their new roles as members of a SIB.”

Our 2018 / 19 school priorities

- 1. Raise attainment and progress in reading in order to impact on and raise the standards in writing.**
- 2. Diminish the difference in attainment for disadvantaged pupils in reading, writing and maths.**
- 3. To achieve a typicality in Teaching, Learning and Assessment that reflects a consistently high quality of provision.**
- 4. Improve effectiveness of leadership and management at all levels, establishing and securing partnerships within the Rivers CofE Multi Academy Trust.**
- 5. Raise the profile of Mental Health and well-being among pupils and staff.**