



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BURFORD PRIMARY AND NURSERY SCHOOL

Name of School:	Burford Primary and Nursery School
Headteacher:	Lisa Lister
Hub:	Transform
School phase:	Primary
MAT (if applicable):	Transform Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	22/05/2024
Overall Estimate at last QA Review	Effective
Date of last QA Review	11/12/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	08/05/2019



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels N/A

Quality of provision and outcomes N/A

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence N/A

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate N/A

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

Please note that Challenge Partners is a school improvement charity and not a statutory accountability body. The QA Review does not audit schools' safeguarding procedures, handling or behaviour policies, however, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' Safeguarding Policy and report any concerns.

1. Context and character of the school

Burford Primary School and Nursery is a single-form entry school, located within Nottingham City. There are 229 pupils on roll, and 17 part-time children attend the Nursery.

The school forms part of the Transform Academy Trust, a group of 22 schools. Leaders are empowered to develop their unique potential through a programme of associate leadership support and professional learning opportunities.

There has been notable change in leadership, with a headteacher appointment in September 2023 and the current deputy headteacher leaving at the end of the summer term. The assistant headteacher will become the newly appointed deputy. There is dedication across the current team that purposefully serves the pupils, staff, and the wider community.

A leadership restructure has resulted in the appointment of leaders who will lead from their classrooms, building the capacity to enhance both the curriculum offer and the quality of teaching and learning.

The proportion of disadvantaged pupils is almost twice the national average with a mixed dynamic of privilege and disadvantage. The proportion of pupils who have special educational needs and/or disabilities is in line with the national average; two pupils have education, health, and care plans (EHCPs), with six more in process.

The largest ethnic group is White British, with an increasing proportion of pupils who speak English as an additional language (EAL).

The current school motto 'Attend, Aspire, and Achieve' reflects the collective ambition demonstrated by staff.

2.1 Leadership at all levels - What went well

- All staff believe that the school is a 'bubble of potential,' and are excited about the future. Without exception, they provide a welcoming and happy environment where everyone is valued. Staff are proud of the pupils and collaborate well with each other.
- Leaders are executing an effective change management process, where the vision, high expectation, and collaboration at both school and Trust level are communicated with a high sense of urgency and focus.

REVIEW REPORT FOR BURFORD PRIMARY AND NURSERY SCHOOL

- An appropriate range of improvement priorities reflect the nature of this change. They address the vulnerability of achievement and attainment in the core subjects and attendance, whilst maintaining development of the wider curriculum to ensure rich experiences for all pupils.
- Leaders communicate a sharp vision of high expectation for behaviour and positive learning attitudes. As a result, pupils take greater responsibility for their own behaviour and interaction.
- The headteacher provides supportive and ambitious leadership, with a clear focus on 'leading and learning' for staff and pupils. There is a powerful team ethos, which results in effective collaboration. Encouraging all pupils to 'Attend, Aspire and Achieve' is communicated well and translates to classroom practice.
- Staff access professional learning opportunities that are provided by the Trust. Senior leaders are discerning, prioritising professional growth for teachers, and developing the expertise of subject leaders to ensure their responsibilities are implemented proficiently.
- Leaders are committed to developing a curriculum that results in 'well rounded' thinkers who are excited by ideas, curious to know and understand. Therefore, the curriculum is locally and globally focused with a lens on nurturing proud, successful learners who care and contribute.
- All subject leaders, regardless of experience, aim for excellence. There is a clear strategy to develop a model of school leadership where they inspire effective teaching from their classroom and become the 'engine room' of the school's improvement journey.
- Under the guidance of the deputy headteacher, subject leaders have carefully sequenced their curriculum plans under an overarching conceptual curriculum. Across a range of subjects this is having a positive impact on pupils' learning.
- The developing learning environment is a high focus and reflects the value placed on learning and experiences. The headteacher drives this passionately, bringing together the strategy for high-quality provision, and raised standards.
- Ensuring staff feel appreciated is a high priority. All staff are free to acknowledge the work and support of colleagues through the staffroom gratitude board. This has a positive impact on confidence and a 'sense of belonging.'
- The drive to raise attendance is tangible and celebration is visible across the school. Carefully considered analysis of the attendance data helps leaders to review impact and plan strategically.

REVIEW REPORT FOR BURFORD PRIMARY AND NURSERY SCHOOL

- Clear information and useful initiatives to support families to break cycles of absence have had an impact, especially on punctuality. This strategy successfully links to the whole school focus on behaviour and high expectation.
- Rewards assemblies are a joyous experience where children are clearly excited to celebrate their own and witness others' success. Pupil voice is valued by leaders and helps to inform and promote new strategies.
- Pupils' behaviour and learning attitudes are a major strength. Professional relationships provide opportunities to nurture character development. This results in a culture of social politeness, pupils who discuss abstract ideas such as diversity and belonging at depth and are motivated to take responsibility for their learning. The 'Choice Chart' is a key driver in this success.

2.2 Leadership at all levels - Even better if...

- ... leaders ensured that the monitoring and feedback strategy for the wider curriculum areas empowered subject leaders to further develop impactful whole school provision.
- ... all subject leaders developed medium term plans to support the effective implementation of the coherently planned and sequenced curriculum.
- ... the school provided more opportunity for pupil leadership.

3.1 Quality of provision and outcomes - What went well

- Relationships between teachers and pupils and between pupils themselves are extremely respectful. A purposeful and excited atmosphere exists across the school. Pupils greet each other and visitors sincerely, respond well in discussion groups, and actively listen to questions posed with consideration.
- All subject leaders have coherently sequenced their fundamental areas of learning and knowledge and medium-term planning, which relevantly connect to the whole school, concept-based curriculum. As a result, children clearly articulate how their class-based projects contribute to the whole school theme.
- Off-site experiential learning opportunities provide pupils with greater understanding and depth. Pupils can explain how purposefully visits link to their projects.

REVIEW REPORT FOR BURFORD PRIMARY AND NURSERY SCHOOL

- For example, a Year 6 trip to Eyam synthesised pupils' learning of the bubonic plague, underpinning the historical and geographical facts with a personal story. This led to some impressive artwork that was full of sensitivity and reflected their celebration of learning. Pupils described how the visit 'brought our learning to life.'
- Pupils use a colour-coded toolkit to ensure they make connections in their recorded learning, linking their project-based conceptual knowledge with specific skill development. Pupils talk confidently about their learning, and securely differentiate between subjects.
- Pupils articulate how the routine retrieval and retention practices help them to remember and build upon their prior learning. Teachers plan for this in every session with consistent approaches to the structure of lessons visible across the school.
- Key Stage 1 phonics routines are embedded. Due to excellent leadership and pedagogy, pupils consistently demonstrate high levels of focus and active participation. Practitioners address misconceptions in a positive and timely manner. Children 'feel free to try,' and mistakes are minimal risk.
- Teachers employ consistent and effective approaches to the teaching of reading. Pupils retrieve prior learning and build upon this in a safe and inclusive environment. In Year 6, a successful shared reading session included an ambitious and motivating text which secured sufficient challenge and high engagement for all. In a Year 3 reading lesson, the teacher explicitly modelled her own thinking so that pupils were then able to imitate the 'I wonder' process. This resulted in avid learners, working at an effective pace, who shared their knowledge, relevantly.
- The school has developed an innovative approach to the structure of mathematics at the Early Years Foundation Stage (EYFS), adapting the whole school scheme intelligently. Whole school 'discovery tasks' typically form a component of an individual lesson. EYFS planning expands this into a full lesson to suit the pedagogy for younger children. Mathematics lessons are consistently structured and pitched with a strong focus on using concrete and pictorial resources at the modelling and guided stages, as necessary.
- Teachers have optimised their training to secure a consistent approach with a definitive structure to the teaching of writing. A work scrutiny identified consistency when adhering to the teaching principles with an opportunity for 'teacher flair' to enhance the process and learner engagement. Feedback in books was of high quality.

3.2 Quality of provision and outcomes - Even better if...

- ... children in the EYFS experienced high quality and consistent opportunities to learn through continuous provision.
- ... all teachers used effective assessment strategies to maximise in-lesson progress.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- There is a clear philosophy for inclusion that is driven by leaders who know and care for their community. The school's approach to enabling all pupils to access high quality first teaching and targeted interventions is a key component of their inclusive approach. Leaders and staff are clear about the nature of the barriers that prevent specific pupils accessing their learning and have targeted actions to reduce the challenges these pupils face. These include subsidised school trips, wraparound provision, and residential experiences.
- The school has a targeted approach to supporting pupils with their mental health, as this is an increasingly identified barrier to learning. Targeted support for pupils and their families has improved pupil attendance, readiness to learn and positive engagement with the school.
- The careful deployment of teaching assistants is carefully considered and is positively impacting engagement within lessons. Where provision is most effective, staff have a deep understanding of pupils' current targets, liaise effectively with class teachers, and adapt learning to enable achievement.
- Pupils with additional needs access a fluid timetable that is dictated by their current individual need and targets. Pupil profiles are designed in collaboration with key stakeholders. This enables honest dialogue between home and school and increases the chances of success for vulnerable pupils.
- The school uses technology proactively to enhance the opportunity for independent or guided access within the classroom. Communication and interaction barriers are removed through using pre-read texts and remote devices.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... all teaching assistants were equipped with the skills to support pupils with additional needs to access ambitious, stage appropriate learning opportunities, so that they make aspirational progress.

5. Area of Excellence

N/A

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>).

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>).