

# Inspection of Bure Park Primary School

Lucerne Avenue, Bure Park, Bicester, Oxfordshire OX26 3BP

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Inspection dates: 29 and 30 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy at this vibrant, caring school. From the moment they join in Nursery to when they leave in Year 6, pupils benefit from the high expectations and warm sense of community. They are proud that staff make sure that everyone is included, and they do their best to follow this example. They feel safe at school because they know that staff are always there and will respond quickly to any worry. This includes dealing effectively with any unkind behaviour or the rare cases of bullying.

Behaviour is good. Pupils respond very well to the structures and routines that staff have established, including at playtime when pupils gleefully 'freeze like a statue' when the end-of-play whistle goes. They recognise the benefit of following instructions quickly, and this helps to create a purposeful working atmosphere throughout the school.

Alongside their academic learning, pupils enjoy a wide range of clubs and activities that help to develop their personal and social skills well. They relish leading assemblies or being a playground leader. There is also a proper democratic process whereby pupils are elected to student council annually. Pupils contribute positively to the school and wider community through this group.

## **What does the school do well and what does it need to do better?**

Leaders have established an ambitious curriculum that starts right from Nursery. Here, children learn to delight in new vocabulary and interact well with others. This approach continues through Reception class where the carefully considered routines help all to know what is expected of them. This is particularly effective for pupils with special educational needs and/or disabilities (SEND), who settle quickly to activities. Throughout the school, staff identify pupils' needs well and adapt activities successfully in order to ensure that all pupils can fully participate and join in with their peers.

These consistent routines support pupils' learning and personal development well. Pupils like knowing what is expected of them and they rise to the high expectations staff have of them. They are focused in lessons and are keen to learn and join in. Staff manage the rare instances of off-task behaviour effectively.

Leaders are reviewing the curriculum. Most of it is well designed and supports teachers well, ensuring that they have the knowledge that they need to build on pupils' learning. However, some of the curriculum is new, with areas that still need refining. In these subjects, the thinking is not yet fully established regarding what pupils will learn across their time at school and how to organise that. Consequently, some teachers' knowledge of how to work out what pupils know and what they need to learn next is insecure. This means that sometimes learning activities are not successfully matched to what pupils need.

Many of the changes that have been introduced are showing real success. The use of the phonics programme is firmly established. Leaders ensured that staff are trained to deliver this as planned. Staff are consistent in their application of the programme and ensure that pupils read books matched to the sounds they know. Staff are confident and skilled when listening to pupils read and they quickly put in place extra support if pupils fall behind. This helps pupils to catch up well. Alongside this work is a determination to help pupils to develop a love of books, stories and reading. Pupils love the daily story time when their teachers read them their class book. They are also highly motivated by the book vending machine reward programme.

Leaders have planned carefully for pupils' personal development. Alongside a wide range of clubs and extra-curricular activities, they ensure that pupils are well-prepared for life in modern Britain through the taught curriculum. Pupils reflect on their views and their place in the world through the well-considered curriculum for personal, social, health and economic education. This helps them to build their interpersonal skills well. There is a strong sense of inclusivity reflected through this work. Leaders keep a close eye on participation in different activities to ensure that pupils with SEND and disadvantaged pupils are fully included.

Leaders have a sharp understanding of what is working well and what needs to be improved next. They are very aware of taking staff with them as they continue the changes, and so have prioritised elements such as reading and mathematics, which has worked well. Staff are proud to work at the school and recognise the consideration leaders have for their workload. The governing body is in a state of development because it has so many new members. As governors themselves recognise, they have not been as strategic as they should be. They are currently undertaking extensive training and development work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff have a secure understanding of what to look for and how to report any worries about pupils. This work is kept current through their staff 'safeguarding question of the week' and scenarios to discuss. Staff are clear about their role in this important work and use the systems well.

Leaders follow up any concern quickly and involve the appropriate people, including external agencies, when needed. Pupils learn how to keep themselves safe, including when online, and know that they must speak to one of their 'trusted adults' if they have a worry.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- There is inconsistency in the delivery of some parts of the curriculum. As a result, some pupils do not learn as well as they could. Subject leaders should make sure that all teachers have secure knowledge of what pupils need to learn over time and how they can learn this so that teachers can check what has been learned and match activities to pupils' needs effectively.
- Governors recognise they have not evaluated leaders' work closely enough in the past. Consequently, they have not held leaders to account effectively. They should continue their training and development work and establish clear strategic roles as they grow as a new governing body.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	132057
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10256412
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	416
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Meeks
<b>Headteacher</b>	Sarah Moon
<b>Website</b>	<a href="http://www.oxfordshire.gov.uk">www.oxfordshire.gov.uk</a>
<b>Date of previous inspection</b>	28 November 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been changes to staffing since the last inspection. The headteacher started at the school in September 2022.
- Most of the governors are new since the previous inspection; this includes the chair of the governing body.
- The school currently uses one unregistered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of the leadership team. The lead inspector met with the chair of governors and three other members of the governing body. She also spoke with a representative from the local authority.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history, physical education and science. For each deep dive inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors evaluated the effectiveness of the safeguarding arrangements by speaking with leaders, staff and pupils. The lead inspector met with the designated safeguarding lead and members of the safeguarding team. During these meetings, they discussed the arrangements for safeguarding and the inspector sampled records and case files to explore how the school identifies and supports pupils at risk of harm. She also considered the school's work to recruit and check on the suitability of staff. Inspectors checked the knowledge of staff about their responsibilities.
- Inspectors observed pupils' behaviour around the school and in lessons. Inspectors met with groups of pupils to discuss their learning, personal development and views on bullying and behaviour. They also spoke to pupils in lessons and during play and lunchtimes and considered their responses to the online survey.
- Inspectors considered a wide range of documents, including leaders' evaluations of the school, their school improvement planning, minutes from governors' meetings and external evaluations from the local authority and external consultants.
- Inspectors spoke to parents and carers and took account of their responses to Ofsted Parent View.
- The views of staff were considered through conversations and the responses to the confidential online survey.

### **Inspection team**

Lucy English, lead inspector	His Majesty's Inspector
Ed Mather	His Majesty's Inspector
Carl McCarthy	His Majesty's Inspector

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