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11 December 2017

Mrs Y Hewson
Headteacher
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Dear Mrs Hewson

Short inspection of Bure Park Primary School

Following my visit to the school on 28 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since becoming headteacher in September 2016, you have led the school with determination to ensure that all pupils can succeed. You accept 'no excuses'. Staff share your high expectations and desire to improve the school continuously. You have created an inclusive and caring ethos. Pupils who experience difficulties are cared for well. As one parent commented, 'I couldn't have wished for a better environment for my child.'

Pupils told me how much they enjoy coming to school and that their lessons are fun. They are polite and behave well, and speak of 'being the best you can be'. They say that other children are friendly and that they make sure that no one is left out. Many parents commented on how happy their children are at Bure Park Primary School. As one parent wrote, 'I anticipate that my children will remember their primary years fondly and leave as confident, well-rounded individuals.'

The previous inspection report highlighted several strengths, including the broad and exciting curriculum, the outstanding behaviour and attitudes of pupils, the good leadership and management, and the strong attention that the school gives to all aspects of pupils' development. You have maintained these strengths. At the time of the last inspection, you were asked to improve the quality of teaching by helping pupils to know how to improve their work, and by developing the teaching of spelling. You have taken effective action to address these areas.

You understand the many strengths of Bure Park but also know that there are still areas to work on. In 2017, pupils' attainment and progress at the end of key stage 2 in writing was below the national average. You recognise that there is still work to do to improve the attainment and progress in writing of current pupils in key stage 2, including increasing the proportion of pupils working consistently at a greater depth.

You have carefully analysed the impact of your work in raising attainment and improving rates of progress for disadvantaged pupils. You have rightly identified that the outcomes for these pupils could be further improved.

Safeguarding is effective.

School leaders and governors have ensured that all safeguarding arrangements are fit for purpose, and records are detailed and of high quality. The safeguarding team works very effectively. Communication between team members is strong. Any necessary actions are taken without delay and are followed up in an efficient manner. The school works well with external agencies. Staff, including governors, are trained well in all aspects of safeguarding. Staff have created a very friendly and nurturing community. As one parent commented, 'I feel that my children are very well looked after at school; that their welfare and emotional health is of paramount importance.'

Pupils attend school regularly. Leaders monitor attendance carefully and work effectively with families to help improve pupils' attendance further. As a result, there is a rising trend in the attendance of pupils known to be eligible for free school meals. The number of pupils who are persistently absent is also decreasing rapidly.

Pupils feel safe and well looked after in school. They say that if they have any concerns, staff listen to them. Pupils show a good understanding of how to keep themselves safe online. Parents are also offered regular support in this area, through an e-safety tip of the week.

Inspection findings

- During this inspection we agreed to look at specific aspects of the school's work, including: the effectiveness of safeguarding arrangements; leaders' actions to improve pupils' writing and spelling; how well leaders are using the additional funding for disadvantaged pupils and for pupils who have special educational needs and/or disabilities; and the actions leaders are taking to improve outcomes for pupils.
- In order to improve the progress pupils make in writing, leaders have introduced a new whole-school planning format which ensures that there is a consistent approach to implementing a unit of work. This includes a specific focus on oral exploration, as well as planning, drafting and editing.
- Leaders have ensured that writing opportunities are linked to high-quality texts and have precise aims. For example, in a Year 6 class, pupils were editing and improving a character description of the monster Grendel from the novel 'Beowulf'. Pupils knew how to improve their work, particularly in the basic skills of

grammar, spelling and punctuation. Through tasks like this, pupils also learn to improve their use of figurative language. Dedicated time to practise key spelling skills has had a positive impact on the quality of pupils' spelling. However, the schools' assessment information shows that there is still work to be done to improve pupils' attainment and progress in writing in key stage 2.

- Inclusion is at the heart of everything you do at Bure Park. Strong leadership of this aspect of the school's work ensures that funding is used well to support pupils who need additional help. As a result, pupils who have SEN and/or disabilities make good progress in the school, both academically and emotionally.
- Staff know pupils well and support is tailored individually for each pupil. They have a good understanding of the barriers to learning faced by pupils who are disadvantaged. The current rate of progress for disadvantaged pupils is improving. However, there are still further improvements to be made to ensure that these pupils' progress is consistently rapid in all subjects, in all year groups.
- Leaders' self-evaluation is honest and accurate. By the end of 2016 at key stage 2, too few pupils had made good progress from their key stage 1 starting points in reading. Your actions have resulted in improvements to pupils' rates of progress, which, in 2017, matched the key stage 2 national figures. Outcomes at the end of key stage 1 in 2017 were above the national average in writing and maths and in line with the national average in reading. The proportion of pupils who reached the expected standard in the phonics screening check in Year 1 was also above the national average.
- Your focus for improvement has quite rightly now moved to pupils' writing in key stage 2. Middle and senior leaders have an accurate understanding of the quality of teaching in the school. There are many opportunities to improve practice through collaborative lesson studies and targeted professional development. Governors know the school well and are thorough in their work. They raise pertinent questions, supporting and holding you to account well.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' attainment and progress in writing continue to improve in key stage 2, particularly the proportion of pupils working at a greater depth
- disadvantaged pupils make consistently good progress comparable with other pupils nationally and other pupils in the school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Oxfordshire. This letter will be published on the Ofsted website.

Yours sincerely

Lea Hannam
Ofsted Inspector

Information about the inspection

During the inspection, I met with you and your deputy to discuss the school's effectiveness. Together, we visited lessons to observe pupils' learning, speak to pupils and look at their work. We also assessed the quality of pupils' work in books. I met middle leaders and a group of governors, including the chair of the governing body, and spoke to a group of pupils about their school. I considered 124 responses from parents to Ofsted's online questionnaire, Parent View, and parents' accompanying free-text comments. At the beginning of the day, I had conversations with parents. I considered the responses from staff and from pupils to Ofsted's online surveys. I spoke on the telephone with a representative of the local authority. The school's safeguarding arrangements were evaluated. A range of documentation was reviewed, including your evaluation of the school's effectiveness, and assessment information and policies.