



19th April 2024

Dear Parents and Carers,

We can now celebrate that we are a very **'good'** school. We are delighted to attach the recent OfSTED report. This result is thanks to the determination and expertise of all the staff, the support from parents and governors and the hard work of children.

OfSTED reports are very short and we must always remember that inspections are a point-in-time view, however, there are many significant achievements in the report which I would like to draw your attention to. You will know that from the last inspection the quality of education judgement was graded as requiring improvement this is now judged as good. Improving the quality of education is not a quick fix and you will recognise that there have been many significant changes over the past four years that have taken time to embed. We are very proud that our curriculum offer and the quality of delivery now enables pupils to achieve right across the curriculum.

Reading has been prioritised throughout the school along with basic phonics skills. This has led to significant improvements in children's reading ability, their understanding of texts and has impacted on their writing outcomes. Children's phonics knowledge has improved dramatically and children are confident with their phonics at a much earlier stage. This allows them to access more complex material at a much earlier stage and will ultimately lead to significantly better outcomes for each child as they move through the school and set them up better for their secondary education. The reading scheme and the way it is used in school is effective. Within the report the inspectors have identified that for a small number of children sometimes the books are too challenging for their current phonics ability. It is important to note that this is based on a sample of six children from three different year groups and that for almost all children the books are appropriately pitched and supporting their reading progress effectively.

In mathematics pupils basic arithmetic has improved significantly because of the consistent approach we have taken to teaching it. Some of this is because of the changes we have made to the school day, allowing slightly more time at the beginning of the day to practise these basic skills. Other enhancements like a consistent progression document, the use of online support for repeated practise through Maths Whizz and Numbots and repeated cycles of recapping and exposure to new more complex ideas have all impacted on children's ability and confidence in maths. Improvements in children's basic mathematical understanding have allowed them to apply this much more readily to more complex problem solving and reasoning tasks.

Across a wide range of subjects children are able to do more and remember more. They have a really good understanding of topics studied. We still need to work on some of the recall of this knowledge to make sure it is totally secure and allows children to make even more rapid progress. The enjoyment of the curriculum and children's engagement in topics and learning is fantastic. The children have many opportunities to engage in learning that develops their understanding of the wider world and their personal responsibilities. Through the cultural capital curriculum all children have the chance to be involved in learning that takes them beyond their own experiences and develop skills and knowledge beyond the formal school curriculum.

SEND provision has been highlighted as a real strength of the school. This begins with all staff knowing children really well, understanding their needs and providing for all children within their teaching. When there are further concerns the school is very good at identifying these, providing additional support through targeted interventions, support plans or pupil summaries and monitoring the impact of these strategies. Where these support mechanisms

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have less impact the school is effective in providing further additional support or requesting support, training and advice from the local authority or other agencies. This means that children with SEND achieve well.

Children's behaviour is excellent. They are engaged and focused on their work and they are keen to learn. Where there are concerns the school deals with these effectively. Children at the school are able to learn in an environment that is well-managed and calm. This extends beyond the classroom to lunchtimes and playtimes, extra-curricular clubs and school trips. Children are polite, well-mannered and positive, this is because staff and parents model these expectations.

We have achieved this outcome by being consistent with staff, governors, parents and children about what we are trying to achieve and how we want to get there. All of the aspects of the report are true for all from the time they enter the school in Reception to the point they leave us at the end of year six. The determination to provide children with the best possible experience has been shared by staff and they have made the most of the opportunities given to them through the school's professional development programme. The use of this time has enabled practice to be discussed, altered and improved quickly and consistently.

I am sure that as parents you will join me in congratulating the staff and the children for achieving this result. I would like to say thank you to you for the support you have given to the school. I hope that now we can spend the next four or five years making the very small improvements needed to achieve an even better judgement at the next inspection.

Regards,

A handwritten signature in black ink, appearing to read 'Antony Kern', written in a cursive style.

Antony Kern
Headteacher