

Burrington Church of England Primary School

URN: 149496 | Inspected: 11 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Pupils generally achieve well. This is reflected in their outcomes in national tests, which are broadly in line with national averages. The school ensures that pupils gain appropriate knowledge and skills across the curriculum. For example, older pupils deepen their knowledge of geography, building on their understanding of the world gained in the early years. On the whole, pupils are well prepared for their

next steps

in education. Pupils who face barriers to their learning and/or well-being generally progress well from their starting points. Pupils develop their accuracy and fluency in word reading and spelling as they progress through the school. This sets them up to be confident readers and, on the whole, competent writers. Leaders ensure that gaps in pupils' knowledge are identified and addressed.

Curriculum and teaching

Expected standard

Leaders have an accurate understanding of the quality of the curriculum and teaching. They make improvements where necessary. For example, leaders have strengthened the reading curriculum and how they check on pupils' understanding. Leaders have designed a broad and ambitious curriculum. This is planned so that pupils build their knowledge and skills from what they already know and can do. For example, pupils use their knowledge of number gained in the Reception Year when learning mathematics later. Across the curriculum, pupils typically gain the knowledge they need including important foundations, such as gaining phonics knowledge so that they read accurately. This ensures they are ready for their

next steps

. Leaders make sure that teachers have the right subject knowledge to teach the curriculum effectively. They know pupils' needs and adapt their teaching appropriately. This helps pupils with special educational needs and/or disabilities to achieve well. In many lessons, teaching extends pupils' language and vocabulary. However, teaching does not consistently develop pupils' writing as well as it could. Leaders recognise that further

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strengthening the teaching of writing is a priority.

Early years

Expected standard

Leaders and staff understand the importance of getting children off to a good start in the early years. They work well with parents to get to know children's individual needs when they join the school. Leaders carefully plan the steps in learning for each child and make the right adjustments for them to progress well. This helps children to be ready for Year 1. The school puts in place appropriate provision for the youngest children, with a keen focus on their emotional and physical development. The early years curriculum enables children to build strong foundations for their learning. In outdoor learning activities, for example, children develop their large-muscle and precise finger skills, alongside their appreciation of the natural world.

The school ensures that children in Reception secure their knowledge of phonics and develop their enjoyment of books. Staff prioritise children's communication and language development. They engage well with children and generally have supportive interactions with them. However, staff do not consistently extend children's thinking and language skills through their interactions. This means that children sometimes do not develop their spoken ideas and vocabulary as well as they could.

Inclusion

Expected standard

The school has an inclusive culture in which pupils feel valued and know they belong. This creates a 'family feel'. Leaders work closely with families, professionals and external agencies to identify any barriers to success for pupils. This begins as soon as children join the school in the early years. Leaders know their pupils well and respond swiftly to any changing needs. This enables pupils to be fully included in the life of the school. Staff get the right training to put in place support for pupils who need it. The school makes effective use of the additional funding it receives and advice from external professionals to ensure disadvantaged and vulnerable pupils get the academic and social support they need. Leaders have effective processes in place to review the impact of pupil premium funding. They put in place any necessary adaptations in provision for these pupils. This supports pupils to thrive.

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school's context and strengths. They are reflective and accurately identify when improvement is needed. Leaders, trustees and governors ensure that decisions are made in the best interests of pupils, including those who are disadvantaged and face other barriers to learning and/or well-being. They hold leaders to account to make the necessary improvements. For example, trustees and

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governors gain precise insights into leaders' work to promote high attendance and assure themselves of the impact of work to reduce absence. Trustees and local governors ensure that the school fulfils its statutory duties. For instance, they have effective oversight of safeguarding processes. Leaders are mindful of staff workload and care for their well-being. This has a very positive impact on staff, who feel valued and involved in the direction of the school. Leaders ensure that all staff have access to an appropriate professional learning programme. This helps staff to build their expertise to implement the curriculum effectively.

What it's like to be a pupil at this school

Pupils enjoy their learning and typically achieve well at this small school. They develop their knowledge and skills across the curriculum and become confident readers over time. Pupils who face barriers to their learning, such as pupils with special educational needs and/or disabilities, are supported effectively to make progress through the curriculum. Pupils are generally prepared well for their

next steps

. Pupils have warm relationships with staff, who treat them with care and respect. Staff are deeply mindful of pupils' well-being. They anticipate and remove any barriers to pupils' participation in school life. This helps everyone to feel included. Staff have high expectations for pupils' behaviour. Pupils live up to these. They know and follow the school's 'high five' for behaviour, which includes being ready and respectful. Pupils are safe and bullying is rare. They attend school regularly and are comfortable talking to adults about any worries they might have. The school's extensive range of opportunities prepares pupils strongly for the future. Pupils relish the musical and artistic opportunities in the curriculum and personal development programme. Pupils sing, dance and perform poetry enthusiastically. Performing together builds pupils' personal confidence and sense of belonging. Pupils are proud, for example, to share their 'enrichment books', which capture their personal development throughout their years at the school. Pupils can talk in depth about how they contribute to the school community and live out the school's values locally and internationally.

Next steps

- Leaders should strengthen the teaching of writing, so that pupils consistently develop their written language and vocabulary across all subjects.
- Leaders should ensure that staff maximise the opportunities for high-quality interactions with children in the early years, so that children develop their language and their vocabulary as strongly as possible.

Attendance and behaviour

Expected standard

Leaders promote the importance of high attendance to pupils, parents and staff. They analyse attendance information precisely. Leaders use this to quickly spot when pupils and families need help to improve attendance. Leaders bring about improvements effectively through their close partnerships with parents. Consequently, most pupils attend regularly. Pupils behave well and have positive attitudes to their learning. They respond well to

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leaders' high expectations for their behaviour. Staff generally apply the school's behaviour-related policies well. Pupils move calmly and sensibly around the school and to off-site provision, such as the local church or forest school. In lessons, pupils can focus on their learning as disruption is rare. Leaders and staff have created an environment in which unfair or unkind behaviour is not tolerated. There is a shared culture of acceptance in the school, in which differences are celebrated. On the rare occasion that there is any inappropriate behaviour, online or offline, leaders deal with this quickly and effectively.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/burrington-church-of-england-primary-school-bristol>