

Inspection of Burghill Community Academy

Burghill, Hereford, Herefordshire HR4 7RP

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The executive headteacher of this school, and one other school in the trust, is Ben Caldicott. This school is part of The Orchard Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Alex Davies, and overseen by a board of trustees, chaired by Richard Griffiths.

What is it like to attend this school?

Pupils thrive at Burghill Community Academy. Starting in the early years, staff forge great working relationships with pupils. The school provides high-quality care. Pupils know who to turn to if they have a problem. This helps them feel safe. The school is at the heart of the local community. Parents and carers value it highly.

There are high expectations for what pupils, including pupils with special educational needs and/or disabilities (SEND), can achieve. Pupils learn to read quickly and fluently. They become confident, polite and articulate. Across the school, in different subjects, pupils learn well.

The school's values, including reflectiveness and resilience, are important to everyone. Leaders expect pupils to meet a high standard of behaviour. Pupils behave well in lessons and at social times, and the school is a happy and purposeful place. Pupils learn to respect cultures and traditions different to their own. Pupils are well prepared for the next stage.

Visitors and trips out of school contribute well to pupils' learning. Pupils can take up a good range of responsibilities, such as becoming house captains, school councillors or librarians. They contribute significantly to school decision-making. Pupils, including those who are disadvantaged, benefit exceptionally well from extra-curricular opportunities.

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

Reading is a very high priority. Starting in the Nursery, children follow a structured phonics programme. They learn sounds and letters in a logical order. Staff use the programme's resources systematically. The school makes sure that pupils read frequently to an adult. Staff check on what pupils know and can do. They track pupils' reading skills in detail. Pupils who find reading more difficult are supported well to keep up with the pace of the phonics programme. Books for younger pupils are carefully matched to their phonics knowledge. Older pupils learn the different skills that make up reading. Across the school, pupils choose to read in their own time, encouraged by the school's rewards.

Pupils study all the subjects in the national curriculum. The school has planned the curriculum carefully. In general, pupils in a mixed-age class study the same topic, but teachers make sure that the work is suited to pupils in both year groups. Teachers organise learning in a way that provides pupils with breadth in their work. For example, pupils engage in a good range of activities in physical education (PE). They learn how historians work, alongside gaining historical knowledge. Learning moves smoothly from one key stage to the next.

Teachers have secure subject knowledge. They understand what to teach and when. Teachers make sure that pupils learn and choose the correct vocabulary. They help pupils, including children in the early years, to discuss and present their ideas verbally. Teachers use facilities and equipment well to support learning, for instance, to help pupils

understand mathematical ideas. However, pupils who understand the work quickly are sometimes not given the opportunity to deepen their knowledge.

Staff keep a good check on what pupils have learned. New knowledge builds on pupils' previous work. The school is developing strategies to help pupils to remember this information and link their current learning with what they already know. In some subjects however, pupils sometimes struggle to make these links and successful recall is more variable.

Staff draw on detailed guidance to ensure that they identify and meet the individual needs of pupils with SEND effectively. As a result, these pupils progress well through the full curriculum.

The school's behaviour policy is clear and effective. Rewards are good motivators so that consequences are rarely needed. Children in the early years follow well-established routines and learn important social skills. Pupils collaborate well in class and generally present their work with good care. They attend school regularly.

Pupils' personal development is exceptional. This is a school in which everyone is valued. Pupils follow a planned programme of personal, social and health education that teaches them about healthy relationships and how to stay safe. They have ample opportunity to serve others, both in the school and the community. Buddies look out for pupils sat on their own and provide someone for their peers to talk to. Pupils benefit from an extensive range of opportunities to develop their talents, including residential visits, an annual trip to see a West End show and diverse sporting opportunities.

The executive headteacher's considered approach is enabling the school to improve rapidly. He is well supported by the trust, which is embedding new governance arrangements. Staff believe that leaders are considerate of their workload and always ready to listen to their views.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the classroom, pupils who grasp key knowledge quickly are sometimes not given the opportunity to deepen their understanding. As a result, they do not make the very best of the challenging curriculum on offer. The school should ensure that staff have the expertise in how to extend activities so that all pupils make every possible gain in their learning.
- In some foundation subjects, pupils do not remember all the key content in the longer term. Consequently, they do not build up a full and rich knowledge of their subjects.

The school should help pupils to commit their learning to their long-term memory so that they have a secure and integral knowledge of their subjects.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139608
Local authority	Herefordshire
Inspection number	10344007
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	Board of trustees
Chair of trust	Richard Griffiths
CEO of the trust	Alex Davies
Headteacher	Ben Caldicott
Website	www.burghillacademy.com
Date of previous inspection	17 December 2019, under section 8 of the Education Act 2005

Information about this school

- Burghill Community Academy is smaller than the average-sized primary school. Most pupils are taught in mixed-age classes.
- The school became part of The Orchard Multi-Academy Trust in September 2024.
- The executive headteacher took up his post in September 2024. He also serves as executive headteacher at another local primary school in the trust. The head of school took up her post in November 2024.
- The school runs a breakfast club and an after-school club.
- The school uses two unregistered alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, other senior leaders and curriculum leaders. They also spoke with staff about their experience of the school.
- The lead inspector met with the CEO of the trust, the chair of the trust, and two members of the local governing board termed advocates.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history and PE. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work.
- The inspectors spoke with pupils at social times and with groups of pupils more formally to gather their views about the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of documents. These included the school's self-evaluation and school improvement plan, information about pupils' behaviour and attendance, and the school's curriculum.
- The inspectors took account of responses to Ofsted Parent View and the free-text comments. An inspector met with parents at the start of the second day of the inspection. The inspectors also considered responses to a survey for staff and one for pupils.
- The lead inspector listened to a number of pupils from Years 1, 2 and 3 reading to a familiar adult.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

Sian Williams

Ofsted Inspector

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