

Burton Church of England Primary School

Address: Campbell Road, Burton, Christchurch, Dorset, BH23 7JY

Unique reference number (URN): 113789

Inspection report: 27 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard 

Burton Primary is an inclusive school, where everyone works together to ensure pupils get the support that they need, when they need it. Leaders have highly effective systems in place to identify and help disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders have developed an extensive range of resources and approaches to support disadvantaged pupils and those with SEND. For example, they ensure that staff with specific expertise are deployed in the areas where pupils need them most. The 'Dolphin Room' provides a quiet space for those pupils who need it. Leaders use their detailed knowledge of pupils' needs to adjust precisely and match closely the support needed. This reduces the barriers that pupils face. The impact of this deeply personalised approach is tracked rigorously. Leaders ensure additional funding is used effectively. Leaders make timely adjustments to support if pupils' needs change.

Leaders work closely with parents and other professionals to ensure they understand pupils' needs. Staff listen to pupils and take their views into account. Staff receive the training they need, which they use consistently well to meet pupils' needs. This makes a sustained difference to pupils' opportunities and experiences. As a result, pupils with SEND and disadvantaged pupils are ready for the next stage in their education.

Expected standard

Achievement

Expected standard 

Pupils currently in the school, including disadvantaged pupils, develop the knowledge they need to become fluent in reading and writing. Although pupils' confidence and skills in mathematics are consistently improving, there is more to be done to bring the quality of pupils' work to the standard leaders expect. The changes leading to improved outcomes in mathematics have not had sufficient time to impact on the achievement of previous cohorts. This means that published outcomes do not reflect how well prepared pupils now are for national assessments.

Improvements across the curriculum and to the way it is taught mean that fewer pupils develop gaps in their knowledge. This is because leaders have ensured that teachers have the subject knowledge they need to more quickly identify and tackle any misunderstandings pupils may have. As a result, pupils generally achieve well and are ready for the next stage in their education.

Attendance and behaviour

Expected standard 

Attendance is prioritised at Burton Primary. Leaders provide effective support for pupils, who do not attend as well as they should. They work closely with families, develop positive

relationships and work with other professionals when necessary. As a result of this work, attendance for all pupils has improved steadily and is in line with national averages.

Pupils behave well and respect one another. Pupils enjoy school and demonstrate positive attitudes to learning. Pupils say that their lessons are interesting and fun. Leaders set high expectations for pupils' behaviour, which begin in the early years. In Reception, children are gently taught school routines, including how to move around the school carefully. This helps them and other pupils to feel safe. Staff model high expectations consistently. They use the school's behaviour policy routinely. This helps ensure the school is calm and supports learning. Effective training ensures that all staff have the knowledge they need to manage pupil's behaviour appropriately. Rare incidents of bullying are dealt with effectively. Governors work closely with school leaders to monitor pupils' behaviour so that they are assured of high expectations.

Curriculum and teaching

Expected standard 

Since the last inspection, leaders have greatly improved the curriculum in all subjects. Leaders have designed the curriculum carefully so that pupils' knowledge builds over time. Teaching is generally effective. This helps pupils learn and remember more of the work they cover. Staff use books, trips and visits effectively to deepen pupils' learning and help them remember important knowledge. For example, pupils connect their learning across subjects by studying Egyptian artworks in art alongside their work on the Egyptians in history.

Pupils enjoy their learning in reading and writing. Teachers focus on developing pupils' key skills in these subjects effectively and they ensure that pupils get the chance to practise what they have learned. This helps pupils to develop accuracy and fluency. Staff choose books for pupils to read that broaden their knowledge and extend their vocabulary. This helps pupils grow into eager, motivated readers.

Leaders have recently improved the teaching of mathematics. Staff now have the subject knowledge they need to deliver the well-designed curriculum. Lessons in mathematics, like those in other subjects, are now being adapted to ensure that all pupils have the support they need to access learning. For example, by ensuring that pupils can access extra resources if they need them when solving complex calculations.

Early years

Expected standard 

The atmosphere in Reception is calm and purposeful. Children get on well with each other and work hard. They participate well in whole class activities and enjoy joining in with their classmates. For example, they retell the story of 'My Granny Went to Market' with enthusiasm. Staff develop children's language and communication thoughtfully through their incidental conversations. Adults also proactively support children to be considerate. They ensure there are consistent expectations for routines. For example, they remind children how to walk sensibly to the toilet and to wash their hands.

Children enjoy their learning and practise their phonics eagerly and learn about numbers often. Staff communicate well with parents and keep them informed of their child's progress. The basic skills in reading, writing and mathematics are taught well. Lessons and activities are carefully designed to help children remember important learning. This can be seen in

their secure understanding of numbers and their ability to recall recent learning. Children are well supported to be ready for the next stage in their education.

Leadership and governance

Expected standard 

Leaders care deeply about the pupils in the school. They know the school well and have a clear understanding of its strengths and areas that need to develop further. Leaders have improved the school since the last inspection and make decisions that are in pupils' best interest. Leaders monitor and evaluate the impact of their work regularly.

Inclusion is a strength of the school. Leaders, including governors, are committed to meeting the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND) as effectively as possible. They ensure that resources are developed to help remove any barriers to pupils' learning or wellbeing. For example, 'the bus' is a recently developed resource that provides pupils with a special place to go for targeted support.

Leadership of behaviour is rigorous and successful. The governors have a secure understanding of the school because of their effective ways of working with school leaders. Leaders' oversight of pastoral support for disadvantaged pupils is thorough. Leaders use their precise understanding of pupils' needs and their tracking of incidents to maintain consistently high standards of effective support for these pupils. Including, at times, the use of additional funding to provide pupils with targeted support. Governors have a clear understanding of the statutory duties and fulfil them well.

Staff value the training and support they receive. Leaders have developed staff expertise and knowledge of the ways to support pupils with SEND. Staff appreciate that their wellbeing is considered by leaders.

Personal development and wellbeing

Expected standard 

Leaders ensure that pupils benefit from a broad range of pastoral support and a comprehensive personal development programme. Pupils feel safe, well cared for and valued. Staff help pupils understand right and wrong, respect different viewpoints and recognise individual rights. Pupils follow the school rules, known as the 'Burton Code', and understand how these expectations help them take responsibility for their actions and build positive relationships. Pupils behave well and show consideration for others.

Pupils speak confidently about how to live healthy lives, both mentally and physically. Staff teach pupils how to keep themselves safe, including when working and socialising online. Pupils understand potential risks and know what information they should and should not share. Staff provide regular opportunities for pupils to discuss age-appropriate complex issues, including consent and healthy relationships. Pupils know there are trusted adults in school, who listen to them and provide support when needed.

Leaders provide a wide range of enrichment opportunities, including skateboarding, writing club and choir. These activities develop pupils' confidence, resilience and teamwork, while nurturing their individual talents and interests. Leaders extend learning beyond the classroom through trips, visitors and experiences that enrich the curriculum. For example, a visiting theatre group enhanced pupils' understanding of their work on the Egyptians.

Leaders ensure that all pupils, including disadvantaged pupils, can access these opportunities. As a result, disadvantaged pupils broaden their cultural knowledge and experiences.

Leadership roles, such as serving as pupil governors or acting as reading champions, help pupils develop responsibility and understand fundamental British values, including democracy. Leaders ensure that pupils contribute meaningfully to school life. Pupils help select charitable events, such as the recent 'reindeer run' in support of a local hospice.

Through lessons and a carefully chosen range of texts, staff promote pupils' understanding of the diversity of modern Britain. While pupils' knowledge is generally secure there is ongoing work to ensure this is consistently detailed.

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

Pupils feel happy and well looked after at Burton Primary School. This is because the school makes sure that every pupil gets the help and support they need. Leaders have created a school where everything from the school rules, to the pastoral support that pupils receive, helps them to feel like they belong at the school. As a result, pupils feel safe, valued and respected.

Pupils follow a curriculum that has been significantly improved in recent years. Staff quickly identify and fill the gaps in pupils' knowledge. Pupils read a wide range of interesting books and benefit from strengthened mathematics teaching, as teachers have developed their expertise. This helps pupils to make secure progress in their learning. They typically achieve well.

Most parents and carers express their support for the school. They value the care their children receive and that the school prioritises their children's wellbeing. Pupils enjoy being at school, attend well and are enthusiastic learners. They particularly enjoy the trips and opportunities on offer, such as the broad range of clubs and the opportunities for outdoor learning. One parent summed up the views of many when they said, 'My son loves going to school, he runs in every day.'

Bullying is very rare. Pupils are confident that adults in the school always listen to them and take their concerns seriously. Pupils are proud of their school, where everyone is made to feel welcome. Pupils of all ages demonstrate a clear understanding that difference is something to celebrate. They are prepared well for life in modern Britain. They have a caring and thoughtful attitude to others. They understand that some of their peers need additional support with their health, learning or emotions. This starts from Reception, where children learn how important it is to look after each other.

Next steps

- Leaders, including governors, should ensure that the improvements to teaching and the curriculum in mathematics are embedded, so that pupils build fluency, secure

foundational knowledge and achieve well.

About this inspection

The chair of the board of governors in this school is Amanda Hibbert.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The school is registered as having a Church of England religious character. The most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in January 2020.

Inspectors spoke with the headteacher, the deputy headteacher and other school staff during the inspection.

The lead inspector met with members of the governing body and spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Alison Timmings

Lead inspector:

Phil Minns, Ofsted Inspector

Team inspectors:

Deborah Tregellas, Ofsted Inspector

Mark Richard Lees, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 27 January 2026

School and pupil context

Total pupils

286

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

316

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

20.98%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.45%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.99%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	61%	Close to average
2024/25 (revised)	53%	62%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	58%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (revised)	69%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	72%	Close to average
2024/25 (revised)	76%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	73%	Below
2024/25 (revised)	67%	74%	Below
2023/24 (final)	65%	73%	Below
2022/23 (final)	65%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	46%	Close to average
2024/25 (revised)	43%	47%	Close to average
2023/24 (final)	53%	46%	Close to average
2022/23 (final)	45%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	62%	Close to average
2024/25 (revised)	57%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	55%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	59%	Close to average
2024/25 (revised)	64%	59%	Close to average
2023/24 (final)	68%	58%	Close to average
2022/23 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	60%	Close to average
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	45%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	68%	-20 pp
2024/25 (revised)	43%	69%	-26 pp
2023/24 (final)	53%	67%	-15 pp
2022/23 (final)	45%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-18 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	68%	80%	-11 pp
2022/23 (final)	55%	78%	-24 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	78%	-14 pp
2024/25 (revised)	64%	78%	-14 pp
2023/24 (final)	68%	78%	-9 pp
2022/23 (final)	55%	77%	-23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-27 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	58%	79%	-22 pp
2022/23 (final)	45%	79%	-34 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.4%	13.3%	Close to average
2023/24 (3 term)	16.2%	14.6%	Close to average
2022/23 (3 term)	16.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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