

Burrington Church of England Primary School

Address: Burrington, BS40 7AD

Unique reference number (URN): 149496

Inspection report: 11 November 2025

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

Personal development and well-being

Strong standard 

Personal development is an integral part of the school's work. A wide range of opportunities, including guest speakers and visits, enrich pupils' experiences. Leaders ensure that pupils, including those who are disadvantaged, are very well prepared for their life beyond school.

Pupils behave with integrity and consistently live up to the school's values, such as compassion and perseverance. They know that their actions can make a difference to others. The school values and 'global vision' permeate all aspects of the personal development programme. The school celebrates diversity in many ways, including through music and literature. Close links with a school in Zambia enhance pupils' understanding of different cultures and faiths. Pupils understand why fundamental British values such as democracy give everyone a voice. They celebrate difference and appreciate others as unique individuals.

The relationships and health education curriculum supports pupils to develop a detailed understanding of important content, such as healthy relationships. This begins in the early years, where children learn to take turns and cooperate with one another. Older pupils speak maturely about important concepts such as body changes. They know how to keep themselves safe, including when online.

The school's wider provision supports pupils to develop their talents and interests. Leaders make intelligent decisions to ensure that all pupils, including pupils who are disadvantaged, benefit from this. Pupils enjoy the variety of clubs on offer, including hockey, creative writing and rugby. Pupils develop their character through participating in local community events, such as a Remembrance service and visits to a local care home. Those pupils with leadership roles are proud to represent their peers and school.

Expected standard

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.

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 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.

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 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 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.
-

About this inspection

This school is part of Lighthouse Schools Partnership trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Lewis, and overseen by a board of trustees, chaired by Adele Haysom.

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.

Inspectors spoke with school and trust leaders, the chair of trustees and members of the local governing body during the inspection. Inspectors also visited the school's breakfast club, reviewed responses to Ofsted Parent View and spoke with parents.

Inspectors confirmed the following information about the school:

The school is a Church of England Academy in the Diocese of Bath and Wells. It received its last section 48 inspection in April 2019.

The school also, under the same registration, runs a nursery which accepts children from the age of three.

Headteacher: Sarah Joskey

Lead inspector:

James Oldham, His Majesty's Inspector

Team inspector:

Wendy D'Arcy, His Majesty's 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 11 November 2025

School and pupil context

Total pupils

103

Well below 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

105

Well below 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)

6.74%

Well below 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

0.97%

Below 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

10.68%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25	60%	62%	Close to average
2023/24	54%	61%	Close to average
2022/23		60%	

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		74%	
2024/25	70%	75%	Close to average
2023/24	62%	74%	Below
2022/23		73%	

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%	
2024/25	60%	72%	Below
2023/24	77%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25	60%	74%	Below
2023/24	62%	73%	Below
2022/23		73%	

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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	S	47%	S
2023/24	S	46%	S
2022/23		44%	

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		62%	
2024/25	S	63%	S
2023/24	S	62%	S
2022/23		60%	

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		59%	
2024/25	S	59%	S
2023/24	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	S	61%	S
2023/24	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25	S	69%	S
2023/24	S	67%	S
2022/23		66%	

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		80%	
2024/25	S	81%	S
2023/24	S	80%	S
2022/23		78%	

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		78%	
2024/25	S	78%	S
2023/24	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	S	81%	S
2023/24	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (1 term)	5.3%	5.1%	Close to average
2023/24	5.2%	5.5%	Close to average
2022/23	5.9%	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 (1 term)	10.7%	14.3%	Below
2023/24	15.4%	14.6%	Close to average
2022/23	14.7%	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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy

Team, The National Archives, Kew, London TW9 4DU, or email:
psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright