

Burford CofE Primary School

Address: Forresters Road, Burford, Tenbury Wells, Worcestershire, WR15 8AT

Unique reference number (URN): 144201

Inspection report: 16 June 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 ●

Leaders are determined to ensure that every pupil is known and has a voice. This results in a highly inclusive culture where all pupils feel a real sense of belonging and can thrive. Leaders identify pupils' needs and any barriers they may face quickly and accurately. Staff work in close partnership with parents to overcome difficulties and provide appropriate support.

Teachers make careful adaptations to teaching and the learning environment because they receive effective staff training and regularly check pupils' learning. This enables all pupils to access the full curriculum. Leaders work collaboratively with external specialists to ensure that pupils get the support they need. This means their barriers to learning and wellbeing reduce over time.

The needs of pupils eligible for pupil premium funding are addressed through academic and enrichment support. This builds pupils' confidence, broadens their experiences and strengthens their aspirations. Leaders track progress and participation carefully to ensure that all pupils can take part fully in school life. Pastoral support is prioritised, and staff employ a range of strategies to help pupils settle when they arrive at school. Leaders provide extensive support for pupils and their families. As a result, pupils flourish in their learning and wellbeing.

Leadership and governance

Strong standard ●

Leaders have established a clear vision where pupils are at the heart of everything they do. Parents and carers are overwhelmingly positive about the school. They praise the strong relationships between staff and pupils and describe a highly inclusive, nurturing school where children thrive academically and emotionally.

Leaders understand the school's strengths. They identify priorities for improvement accurately, and their actions result in rapid improvement. The impact of their work shows in pupils' rising outcomes in national assessments. Leaders have worked hard to develop an environment where children achieve well, flourish and feel they belong.

High-quality professional learning helps staff develop expertise. This includes teachers who are new to the profession. Staff are well supported by leaders and value the consideration given to their workload and wellbeing. They express high levels of confidence in leaders and are proud to work at the school.

Strategic oversight from the trust enables the school to maintain its rural distinctiveness while benefiting from wider collaboration and networking opportunities. Burford has a positive influence across the trust. Staff regularly share their good practice with other schools. Governance arrangements enable local representatives and executive experts to work closely together, supported by effective communication and robust reporting systems. They balance rigorous accountability with careful consideration of staff workload and wellbeing.

Leaders are ambitious for pupils' personal development and wellbeing. They have established a comprehensive programme that is carefully tailored to meet the needs of all pupils. Pupils are offered a wide range of experiences, from sports events and after-school clubs to educational visits and visitors. Leaders ensure that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, participate and benefit fully.

Leaders' deep understanding of pupils and their close relationships with families enable them to identify pupils requiring additional support and act quickly. Pastoral care is highly effective. Pupils recognise its strength in reducing barriers to learning. They can give examples of how what they have learned at school has helped them in the community. This enables them to become resilient, confident and independent learners.

The recently updated personal, social, health and economic (PSHE) curriculum is well-sequenced and adapted to meet pupils' needs and their locality. Pupils speak with maturity and in detail about keeping themselves safe, as well as about different types of families and relationships. They have a secure understanding of fundamental British values. They know, for instance, the importance of tolerance and acceptance of the views and beliefs of others. Through their work in the local community, such as organising food deliveries and planting flowers, pupils demonstrate care for others.

Pupils appreciate the opportunities they have to contribute to school life. They report that the roles they hold, for example on the school parliament or as playleaders, mean they can raise concerns and offer ideas, which are acted on. As a result, pupils feel listened to and valued. They enjoy school and benefit from a caring, inclusive ethos. Pupils are very well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard

Pupils at the school generally attain in line with or slightly above national averages. They achieve significantly above average in the multiplication tables check at the end of Year 4. Work in pupils' books indicates that achievement is improving over time.

Pupils build key knowledge and skills securely from their starting points. They know and remember more as they move through the curriculum. Leaders use assessment information to identify priorities and take appropriate action. This means that most pupils acquire the essential knowledge needed for the next stage of their education.

Pupils who need additional help to learn to read receive effective support. This helps them to catch up and access their wider learning. Disadvantaged pupils and those with special educational needs and/or disabilities typically achieve well from their starting points.

Attendance and behaviour

Expected standard 

Attendance is above the national average for all groups of pupils. Leaders identify causes of low attendance and intervene swiftly to support families. They work effectively with external agencies to reduce barriers to attendance. Leaders identify any patterns of absence and share information with governors and parents. All of this means persistent absence is reducing.

Pupils behave well, both in and out of lessons. They follow the school rules of 'Ready, Respectful, Safe' and generally live up to the high expectations set by leaders. Routines are well established and help to create a calm, orderly and respectful environment. All staff are trained effectively to use positive approaches to help pupils manage their behaviour and make good choices. Leaders adapt provision successfully for pupils who need additional help. This has led to a reduction in suspensions over time.

Older pupils are positive role models. They support younger children through the 'flourishing families' initiative and their roles as playleaders. Trusting relationships between staff and pupils mean that pupils feel safe and very well supported. Bullying is not tolerated. Pupils are polite and welcoming. They work and play together well.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is broad and balanced, with the local area at its core. Careful thought has been given to ensure that it is engaging and meets the needs of pupils in mixed-age classes. Learning builds logically over time so that pupils remember more and are ready for what comes next. Teachers understand the curriculum and typically deliver it well.

Leaders check the quality of teaching regularly and take action where improvements are needed. Furthermore, they provide clear training, modelling and support to develop teaching and secure staff subject knowledge.

Pupils learn to read using phonics. They are taught effectively by well-trained staff. Handwriting, spelling and number facts are prioritised. In addition, leaders have taken steps to strengthen oracy across the curriculum. Any pupils who need extra help to catch up are quickly supported to do so.

Staff identify and address errors in pupils' understanding. They use their deep knowledge of pupils' needs to ensure that the right support is in place for all pupils. Leaders monitor this support regularly and make changes when needed. This helps ensure that pupils receive the support they need to succeed.

Early years

Expected standard 

Leaders have established a clear and ambitious vision for the early years. The curriculum is well structured and sequenced. It identifies precisely the knowledge and skills children need to be successful in key stage 1. However, leaders recognise that opportunities for children to

develop their understanding of the wider world are not as well developed as other aspects of the curriculum.

Positive relationships between staff and parents ensure that children get off to a smooth start. Furthermore, staff assess children carefully when they start school to ensure that provision builds on what they already know and can do. Teaching is adapted to meet the needs of different groups of children. Resources are thoughtfully chosen to develop children's fine and gross motor skills. Interactions between adults and children are warm, responsive and purposeful.

Communication and language are prioritised. Stories, rhymes and structured talk are embedded throughout the day. Adults encourage children to concentrate, explore and talk about their ideas. Staff demonstrate secure subject knowledge, particularly in phonics. As a result, most children learn to read and write before the end of their Reception Year and are increasingly well prepared for Year 1.

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

Pupils at Burford C of E Primary School are very well cared for and supported. They like coming to school because they feel safe and enjoy learning. From the moment they start school, staff get to know pupils and their families extremely well. This means that any barriers to learning or wellbeing that pupils face are identified quickly and the right support put in place.

The broad and balanced curriculum is typically taught well. It is carefully sequenced and matched to pupils' needs, ensuring that they are well prepared for their next steps. As a result, pupils generally achieve in line with or above national averages at all stages of their education. Pupils behave well, both in lessons and around the school site. Their relationships with adults are warm and positive. Pupils describe their school as a family where everyone looks after each other. Bullying is rare, and pupils trust staff to resolve any concerns they have quickly and effectively.

Disadvantaged pupils and those with special educational needs and/or disabilities are particularly well supported. Leaders' thorough knowledge of every pupil's needs means that pupils thrive and make progress. The 'flourishing families' system allows every pupil to truly feel they belong and have a voice in the running of their school. Older pupils relish the opportunities they have to lead and nurture younger pupils.

Pupils benefit from a wide range of enriching experiences while at school. These include clubs, educational visits and residential stays. Pupils appreciate the opportunities they have to take part in sports and arts events and speak enthusiastically about the work they have done in their local community. Individual talents are nurtured and supported, meaning all pupils can follow their interests. The school vision, 'Rooted in love, becoming me and flourishing together', is realised in confident, well-rounded pupils who are fully prepared for life beyond school.

Next steps

- Leaders should ensure that teaching consistently provides pupils with opportunities to complete more complex work when they are ready to do so.
 - Leaders should continue their work to raise attendance and reduce persistent absence.
 - Leaders should further develop the curriculum so that children develop a broader understanding of the wider world.
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About this inspection

This school is part of the Diocese of Hereford 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), Andrew Teale, and overseen by a board of directors, chaired by Rob Pizii.

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 the headteacher and deputy headteacher during the inspection. They also spoke with representatives of the trust, including the CEO, deputy CEO and director of education, and representatives of the strategic task group.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Emma Partridge

Lead inspector:

Claire Medhurst, His Majesty's Inspector

Team inspector:

Jane Howard, 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 16 June 2026

School and pupil context

Total pupils

144

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

145

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)

19.44%

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

6.25%

Above 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

13.89%

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

Close to 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	52%	61%	Below
2024/25 (final)	53%	62%	Below
2023/24 (final)	52%	61%	Below
2022/23 (final)	52%	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	74%	74%	Close to average
2024/25 (final)	65%	75%	Below
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	80%	73%	Above

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	66%	72%	Below
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	65%	72%	Close to average
2022/23 (final)	64%	71%	Below

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	62%	73%	Below
2024/25 (final)	65%	74%	Below
2023/24 (final)	61%	73%	Below
2022/23 (final)	60%	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	42%	46%	Close to average
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	67%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	42%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	42%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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 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	42%	68%	-26 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	67%	80%	-13 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	42%	78%	-36 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	42%	80%	-38 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘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 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	5.4%	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 (3 term)	13.5%	13.0%	Close to average
2023/24 (3 term)	15.2%	14.6%	Close to average
2022/23 (3 term)	15.9%	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.

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