

Burton Green Primary School

Inspection report

Unique Reference Number	121287
Local Authority	York
Inspection number	358973
Inspection dates	12–13 January 2011
Reporting inspector	Gina White HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Mrs Linda Whitehead
Headteacher	Mrs Sally Taylor
Date of previous school inspection	30 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed teaching and learning in 14 lessons, taught by eight teachers. Meetings were held with parents, groups of pupils, governors and staff. They observed the school's work, and looked at safeguarding policies and documentation, the tracking of pupils' progress, case studies, school plans, reports and evaluations.

Questionnaires from pupils, staff and 38 parents and carers were scrutinised.

- How effectively the school uses assessment data and information to promote pupils' progress and attainment.
- The extent to which monitoring and evaluation has improved the link between teaching, learning and progress in lessons for all pupils.
- Arrangements for safeguarding and the extent to which pupils feel safe.

Information about the school

Burton Green is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is almost twice the national average. Almost all pupils are of White British heritage and small numbers are from minority ethnic backgrounds. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion with statements is below average. Four pupils who are in the care of the local authority attended the school at the time of the inspection. In October 2009 the school was given a notice to improve the progress made by all pupils, to raise standards in English and mathematics, increase the proportion of consistently good teaching across the school, and improve procedures for monitoring and evaluating the work of teachers. The school was also asked to improve safeguarding procedures.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school provides a satisfactory education and the care and support provided to pupils is good. Parents are supportive of the school and the work it is doing. Pupils say they feel safe, and most attend school regularly, although a few pupils are persistently absent. The school now meets statutory requirements for safeguarding.

The school has been successful in improving the outcomes for pupils since the previous inspection. By the end of Year 6, standards of attainment are now around the national average from being well below and the majority of pupils in the school are making the progress expected of them. In the Early Years Foundation Stage and across most classes some pupils are making more rapid progress. A combination of factors has brought this about which are explained below.

The headteacher and school leaders provide a strong focus on improvement. Accuracy in assessments, better analysis and use of data and comprehensive systems for monitoring are helping classroom teachers to close the gaps in pupils' learning. The analysis also leads to work with individual pupils to bring about improvement in reading, mathematics and writing. The school measures and knows its areas of success. Its self-evaluation is accurate. Governance has improved since the previous inspection and the governing body is providing stronger support and challenge to the school. Significant improvements since the previous inspection, and the systematic approach to improvement currently in place, demonstrate good capacity to improve.

Pupils are clear about what is expected of them. Almost all pupils know their targets and the next steps to take to improve their work. Pupils' behaviour is satisfactory and is well managed by staff in lessons and around the school. Attitudes to learning are variable in lessons and are stronger where pupils are actively involved in lessons, and are challenged to think and have opportunities to use their own ideas. In such situations, pupils' enjoyment in their work is clearly evident. Pockets of best practice are developing as teachers confidently use assessment information and their specialist knowledge to plan activities that challenge all pupils, particularly more-able pupils, actively in lessons. However, this is still inconsistent across the school. Pupils enjoy opportunities to contribute to the school community through roles such as play leaders, milk and register monitors. However, opportunities for them to engage more fully in school life, for example to develop decision-making skills and contribute their views to school evaluation, are limited. The quality of teaching, while being satisfactory overall, varies from class to class. Teachers are making effective use of the training opportunities provided since the previous inspection and are confident in teaching and assessing pupils' progress in English and mathematics. Teaching in some other subjects, where teachers' subject knowledge is

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less secure and where teachers had less access to training, is generally weaker. The curriculum provides enrichment of sporting, musical and extra-curricular provision. This contributes well to pupils' enjoyment of school but opportunities for pupils to develop independent learning skills and to apply essential skills of research, investigation, enquiry and creativity are less evident and more limited.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure assessments are used to plan lessons that consistently challenge all pupils, particularly more-able pupils.
- Develop opportunities to engage pupils actively in learning and all aspects of school life.
- Provide opportunities for pupils to develop independent learning, research, enquiry and creative skills in the curriculum.
- Ensure teachers have access to training to develop specialist subject knowledge to improve the quality of teaching.

Outcomes for individuals and groups of pupils

3

The satisfactory outcomes for pupils are evident in the school's data for evaluating their attainment and progress. There has been a clear improvement in attainment since the previous inspection with pupils now being around the national average at the end of Key Stage 2. Tracking information is now used routinely and effectively to set challenging targets and to identify pupils who need additional support. A wide range of intervention, such as the learning group, is beginning to tackle underachievement and to accelerate pupils' learning. From classroom observations and performance data, it is clear that those pupils with special educational needs and/or disabilities and children who are looked after by the local authority are making satisfactory progress as are other groups. Achievement of pupils overall is satisfactory.

Pupils know who to turn to if they are upset. They trust and are confident that most issues will be resolved by adults. Pupils follow school rules well, but their awareness of risks to their health is not firmly established. The school makes strong efforts to encourage pupils to adopt healthy lifestyles, for example through provision of milk and fruit and a breakfast club. It is clear from discussion with pupils, however, that they regularly choose to adopt less healthy options. Pupils show concern for others by raising funds for charity. They demonstrate their willingness to contribute to the school community through participation in jobs around school. Since the previous inspection, pupils are adequately acquiring and developing basic skills and this now provides a more secure foundation to support their future learning. Pupils have ambitions, but the extent to which they are discussed and encouraged to reach them is at an early stage. The majority of pupils attend school regularly but outbreaks of illness have affected their attendance across the year. Pupils are developing moral and social skills adequately, but further opportunities are required to develop their awareness of cultural diversity in modern Britain. The school is aware and has plans in place to develop this aspect.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and learning is satisfactory. Teachers manage lessons well and use comprehensive assessment data adequately to plan lessons and assess pupils' progress. This is embedded in some subjects and developing in others. Good teaching, noted in some lessons, features well-defined learning objectives. In these lessons teachers and pupils are very clear about what is expected. Activities and tasks and teachers' questioning challenge pupils to think and provide opportunities for pupils to explain the reasons for their answers. Pupils are actively involved in these lessons, for example by demonstrating their answers on the board, participating in 'phonic tennis', working with partners to complete money calculations and checking each other's answers. Teaching assistants, when used well and involved in the planning, provide effective challenge and support. Pupils' learning and progress are limited by lessons that are not sufficiently tailored to challenge higher-ability consistently and middle-ability pupils to produce more rapid progress and higher attainment. Pupils' learning is also constrained by a lack of specialist teacher knowledge in several curricular areas, resulting in missed opportunities to make connections to enhance learning, for example in using scientific investigation skills and historical research skills.

The school's main priority of improving literacy, numeracy and writing skills is well reflected in the curriculum. Links with other subjects are usefully providing extended

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writing opportunities and are leading to gains in reading and numeracy. However, the curriculum provides limited opportunities for pupils to experience vibrant, creative and technological learning consistently across the school. Drama and after-school clubs contribute adequately to enrichment and are much enjoyed by pupils.

The school makes good provision and support for pupils' care and welfare needs. Provision is relevant and well-targeted to the needs of pupils and families. An extensive range of initiatives such as 'family point' and 'making a difference' and the use of the teaching assistants and home support workers are provided. More generally these initiatives, along with other developments such as 'parent assemblies' help families to support their children's learning. Effective links and referral to statutory agencies, and specific support targeted to help children with speech and language needs, complement the school's good provision. Careers' guidance is developing well as a result of links with agencies outside the school and is supporting older pupils in Key Stage 2.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school that is understood and shared by governors and staff. Her ambition to improve the school further and the timescale for it is clearly set out in good, integrated, school planning. Team work between the headteacher, staff and governors has been further strengthened since the previous inspection and is effective in ensuring that leadership is distributed throughout the school. As a result, teaching, assessment and the use of data are developing more securely and senior leaders have an accurate view of the strengths and weaknesses of the school. Governors meet their responsibilities adequately. They are well-informed about the work of the school as a result of the challenge of their questioning, and commissioning of reports. They are developing their strategic leadership further and contribute to planning and evaluation. The school survey returns demonstrate positive relationships with parents and carers. Parent and carer assemblies are beginning to be effective in building relationships and in enabling parents and carers, particularly of younger children, to support their learning. Partnerships with a range of statutory agencies contribute effectively to pupils' welfare and are beginning to support the vision of the 'learning leaders' to develop the curriculum. Equality of opportunity is held in high regard and no child is discriminated against. Plans to tackle the limited resources and opportunities to promote cultural diversity are well advanced. At the time of the inspection the school meets requirements for safeguarding adequately. Staff training ensures they are clear about their responsibilities for child protection, policies are reviewed regularly and updated and adequate checks are made when staff take up employment. Leaders and managers have a clear understanding of

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community cohesion and the needs of the local community have informed the audit and school planning. Although the process has started, there is some way to go in implementing the actions in the school's plan.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with starting points that are well below those expected for their age. As a result of the accurate assessments and rigorous planning of tasks and activities that challenge children, they make accelerated progress to close the gap in their skills and development. Improvements to provision since the last inspection provide seamless integration throughout the Early Years Foundation unit. For example, children who joined the Reception class two weeks ago are confident in the routines and in expectations in their phonics lesson. Enthusiastic and regular teaching of the sounds that letters make, ensure they are building the blocks of communication and reading.

Teamwork between teaching assistants and teachers is highly effective and well managed to share practice and ideas for the next steps for individual children. Evidence of children's achievements is well-documented in individual 'learning journeys' which are easily accessible and understood by parents. As one parent said, 'We look at it together and we can do some of the activities like baking and writing at home'. Good leadership and management are well-demonstrated in the shared vision for the further development of the provision. Action plans are clearly linked to the improvements they are intended to make for children such as extending the indoor learning so that it is reflected in the outdoor provision. Plans for the construction of an outdoor stage and role play to tackle the challenges in developing children's literacy and social skills are well advanced. Strong partnerships with outside agencies ensure that there is targeted support for children and families prior to them starting in the Nursery.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents who returned questionnaires are extremely positive about the school and the impact it has on their children's enjoyment and safety. A minority considered that the school did not deal effectively with poor behaviour. During the inspection no evidence of poor behaviour was observed by inspectors. Pupils were well-supervised and where minor incidents arose staff were always on hand and dealt with matters quickly and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burton Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	58	15	39	0	0	0	0
The school keeps my child safe	21	55	14	37	1	3	0	0
My school informs me about my child's progress	19	50	18	47	0	0	0	0
My child is making enough progress at this school	16	42	18	47	1	3	0	0
The teaching is good at this school	23	61	14	37	0	0	0	0
The school helps me to support my child's learning	19	50	17	45	0	0	0	0
The school helps my child to have a healthy lifestyle	15	39	21	55	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	50	15	39	0	0	0	0
The school meets my child's particular needs	17	45	19	50	1	3	0	0
The school deals effectively with unacceptable behaviour	9	24	16	42	9	24	0	0
The school takes account of my suggestions and concerns	16	42	18	47	1	3	1	3
The school is led and managed effectively	17	45	19	50	1	3	0	0
Overall, I am happy with my child's experience at this school	22	58	15	39	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 January 2011

Dear Pupils

Inspection of Burton Green Primary School, York, YO30 6JE

Thank you for your help during the inspection of your school. It was very useful to talk to you about your work and to read your responses to the questionnaires.

We found that your school is providing you with a satisfactory education. It has improved since the previous inspection and is no longer causing concern. Most of you are making satisfactory progress in your learning. Children in the Nursery and Reception classes are learning quickly and the Early Years Foundation Stage is good. Staff at your school provide good care and support. Most of you seem to enjoy your work, feel safe from bullying and have someone you can talk to if you are upset or worried. All of you are making progress to improve your writing and most of you do so quickly in mathematics and reading. We, and the school, think all of you could make faster progress in your other subjects too.

We have asked the staff to keep a closer eye on how well you are doing to help more of you make good progress in your learning by:

- making sure lessons are planned to challenge all of you consistently and in particular the more-able pupils so that more of them achieve Level 5
- engaging you more actively in your learning and in school life
- developing the curriculum to provide opportunities for you to develop independent learning, research, enquiry and creative skills
- making sure teachers have access to training to develop specialist subject knowledge to improve the quality of teaching and learning.

You can help your school by attending regularly each day, doing your best and letting your teachers know when the work is too easy for you. Thank you once again for your help in this inspection.

Yours sincerely,

Ms Gina White

Her Majesty's Inspector

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