

# Burton Agnes Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	117973
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	358232
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Andrew Swallow

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Dave Thacker
<b>Headteacher</b>	Mr Jamie Church
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Rudston Road Burton Agnes Driffield YO25 4NE
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 9 lessons and observed 4 teachers. The inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. The inspectors examined questionnaires from 35 parents and carers, as well as those from pupils and staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The rates of progress made in the Early Years Foundation Stage, given the increased proportion of children joining the school with special educational needs and/or disabilities, and across Years 1 to 6, particularly in writing.
- The quality of teaching throughout the school, as this was an area for improvement in the last inspection.
- The extent to which attendance is now above average.
- The robustness of leadership and governance in evaluating the school's work.

## Information about the school

Most of the pupils at this small rural school are of White British heritage. The proportion of pupils known to be eligible for free school meals is now above average. The proportion of pupils with special educational needs has increased since the last inspection and is now much higher than seen nationally, including those with a statement of special educational needs. More pupils join the school during term time than previously. A permanent headteacher was recruited for the start of this academic year. Amongst the school's awards are Healthy School status, Active Mark and bronze Eco-Schools award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Burton Agnes primary is a good school that is improving. It is a happy and inclusive school where pupils behave exceptionally well and show high levels of consideration to each other, due to the outstanding care and guidance provided by all adults. Provision for pupils with special educational needs and/or disabilities is of a particularly high quality. All staff know individual children and their families very well indeed and, as a consequence, pupils say that it is a safe environment in which to learn. Parents and carers are highly supportive and confirm how much they feel welcomed in school. They say typically that adults are always 'there for you,' and that the door is always open to welcome any ideas or to listen to concerns.

Teaching and learning are consistently good. All classes benefit from stimulating activities that are matched well to learners' needs. The good curriculum provides wide-ranging activities that the pupils take full advantage of. They particularly benefit from the many sporting opportunities, including swimming, which make a positive contribution to their good understanding of the importance of living healthily, and from the interesting visits and visitors to school that bring learning alive. As a consequence, their personal development is good and their attendance is also good.

Children enter the Early Years Foundation Stage with skills that vary enormously from year to year, but that overall are increasingly lower than expectations for their age, especially in writing and oral communication. They get off to a good start, gaining significant confidence in their personal, social and emotional qualities, with an increasing number reaching the overall goals expected for their age by the time they leave. Across Key Stages 1 and 2, the vast majority of pupils now make good progress in reading, writing and mathematics to reach above-average standards. Nonetheless, overall outcomes vary from year to year because year groups are small, and the performance of one pupil can have a disproportionate impact on overall results.

The headteacher ensures good procedures are in place to confirm the school's performance. Self-evaluation is accurate. Recently refined systems to check the rates of progress made by all pupils are effective and contribute to good improvements to pupils' rate of progress, particularly in writing. Governors are highly visible in the school community, and very supportive. They are ambitious for all pupils, although not all are confident in challenging the school to improve its outcomes. Subject leaders play an increasing role in developing teaching and learning, although the school recognises that there is scope for heightening their skills in assuring the quality and impact of these arrangements. All these characteristics highlight the school's good capacity for sustained improvement.

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## What does the school need to do to improve further?

- Enhance the work of the governing body by:
  - providing training to ensure that all governors are confident in challenging the school about pupils' rates of progress and the standards they reach
  - ensuring that there are regular focused discussions about the impact of the teaching and curriculum arrangements on pupils' outcomes.
- Strengthen the monitoring and evaluating responsibilities of all subject leaders by introducing a more systematic approach to checking the impact of teaching on the quality of pupils' learning and their rates of progress.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well and enjoy their learning. They readily collaborate to pool ideas and develop each other's thinking. For example, pupils in Years 1 and 2 are eager to share thoughts about the colour, texture and size of different fruits, in preparation for their still life sketching. In Years 3 and 4, pupils edit carefully each other's writing about mythical events, keen to develop quality language and accurate punctuation. Older pupils plan enthusiastically a visit to a local museum to fill gaps in their understanding about William Wilberforce and the abolition of the slave trade. Pupils of all abilities engage equally well in such tasks. Their positive responses help to narrow the attainment gap between different groups, particularly for those with specific learning needs.

Throughout the school standards in writing are rising and are increasingly above average in many classes. Teachers take every opportunity to encourage pupils to talk about their learning, participate in role play, read to each other and share questions and viewpoints, in preparation for writing. Pupils regularly check each other's work for grammatical accuracy and effective use of punctuation. Standards in reading and mathematics are also above average. There are frequent opportunities for pupils to apply mathematical skills to real-life problems, and an emphasis on oral calculation skills. As a result, the vast majority of pupils make good progress and achieve well by the end of Year 6. Pupils who have special educational needs and/or disabilities make particularly good progress. This is because they are involved very well indeed in general learning experiences, and benefit from excellent support from other adults in one-to-one and small group arrangements.

Pupils develop good individual skills and qualities. Their attendance is good and they show a good understanding of how to eat healthily, and a desire to stay fit. They behave exceptionally well and say they feel safe in school. They particularly value the care and support provided by all adults. Through their work on the school council, raising funds for village events as well as global charities, responsibilities as house captains and vice-captains, and general jobs around the school, pupils' spiritual, moral and social qualities develop well. They have a good understanding of life in a multicultural society through their links with a school in India, and through regular workshops and visitors who are from different countries and religious backgrounds.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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 has improved since the last inspection and is now consistently good. Teachers create an extremely supportive environment that ensures all pupils feel involved and cared for. Regular opportunities for pupils to explore, talk, and work together extend their ideas and viewpoints. Teachers assess the developing levels of knowledge and understanding frequently, using effective questioning techniques to encourage pupils to think for themselves. The quality of marking as well as oral feedback is particularly strong. As a result, most pupils can explain what they are aiming for, how well they are doing, and what they need to do to improve further. The information gathered about individual pupils is increasingly used to match activities closely to the wide range of pupils' needs. Support for pupils' learning in small groups or one-to-one, especially that of pupils with special educational needs, by teaching assistants and other adults is excellent.

The curriculum is good. A range of visits and visitors into school extends what is on offer. For example, pupils benefit from specialist physical education and dance lessons, music tuition, and extra-curricular activities that include gardening, film clubs and sport. Links with a local secondary school enhance pupils' mathematical and computing skills, whilst the curriculum to promote pupils' social and emotional development is particularly strong. Clear links across all topics providing opportunities to practise writing skills are increasingly embedded and making a positive difference.

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Pupils receive outstanding pastoral care and support. Each pupil is known as an individual by all staff so that pupils have high levels of confidence that they will be listened to and understood. All staff ensure outstanding levels of welfare, especially for the potentially most vulnerable. Excellent support enables those with specific needs to make the best of the opportunities provided by the school. Effective links with families, local nurseries and secondary schools mean that induction and transition processes result in all pupils moving smoothly through the different phases of their education. Adults have high expectations resulting in good attendance, outstanding behaviour and harmonious relationships.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher promotes high aspirations for all learners and ensures efficient day to day management of the school. Staff work effectively as a team and morale is good. Self-evaluation is accurate and there are appropriate procedures in place to check on the quality of the school's work and the effectiveness of actions. These include arrangements to check the progress of all pupils both during and across years. The school recognises that there is scope to strengthen the contribution of subject leaders in judging more critically the quality of all learning experiences, and the particular impact they have on individual pupils' progress and achievements. Nonetheless, all adults promote equality of opportunity well and tackle discrimination efficiently.

Procedures to safeguard pupils are good. They include rigorous arrangements for recruiting staff, and for assessing and managing risks. The school works effectively with key agencies involved in the care and welfare of pupils. Governors and staff receive regular training on child protection issues. The school integrates issues about safety into the curriculum well so that pupils develop a good understanding of how to keep safe. Governors discharge their responsibilities conscientiously, meeting regularly with the headteacher to review the impact of all arrangements. The good links with the church, Burton Agnes Hall, local schools and outside agencies enhance the quality of learning experiences for all pupils. Links with parents and carers are also good. They are kept well informed about pupils' progress and well-being through the regular school forums, questionnaires and newsletters.

The governing body carries out its statutory duties efficiently and is aspirational on the part of all pupils and families. While being highly supportive of the headteacher and staff, not all governors are systematically involved in checking pupils' outcomes and in challenging whether they are high enough.

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The strong sense of unity within the school is extended by charity fund raising, contributions to village events, and concerts for local community residents. The school has a strong stance on any suggestion of discrimination. There are good opportunities to draw on the rich and diverse backgrounds of people in different parts of the country and across the world. As a result, the school promotes a good understanding of the importance of community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. The small number of children in this age group each year means that starting points vary enormously. An increasing number joins with skills that are lower than those expected for their age, particularly in communication and personal and social development, and a growing number has identified additional needs. Nevertheless, all integrate well and benefit from stimulating experiences so that they quickly learn to listen and concentrate on their work.

From the outset, adults provide good support for children's welfare, learning and development. Relationships between childminders, families and Early Years Foundation Stage practitioners are effective. There is a good flow of information about individual children's needs and developments. Teaching is resourceful and activities carefully planned to respond to all of the key areas of learning and to the children's own interests. There is a good balance of activities led by staff and those chosen by the children themselves. Planned themes such as 'outer space' invite children to be creative in their play, investigate, and develop their ideas and understanding through constant talk. Outdoor arrangements have improved significantly since the last inspection and now mirror closely those of the indoor facilities.



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Children are very well behaved and respond positively to clear expectations and appropriate levels of praise and encouragement. Consequently, the vast majority gain significant social and emotional confidence, with a large number working competently within all of the early years learning goals. This is primarily due to good observations and detailed planning by adults that meet children's needs increasingly well. However there are missed opportunities to enhance all of this work through more regular exchanges of children's outcomes with parents and carers. Overall, good leadership of the Early Years Foundation Stage ensures that adults work well as a team with a common sense of purpose so that all children have the opportunity to achieve as well as they can.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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

Over half of the small number of parents and carers responded to the inspection questionnaire. Almost all responses were highly supportive of the school. These comments reflect the good feedback from the school's own surveys. Inspectors share the many positive views expressed by parents and carers, in particular about the excellent quality of care, guidance and support that all children receive and particularly those with specific needs.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burton Agnes Church of England Voluntary Controlled 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	80	7	20	0	0	0	0
The school keeps my child safe	31	89	4	11	0	0	0	0
My school informs me about my child's progress	23	66	12	34	0	0	0	0
My child is making enough progress at this school	24	69	11	31	0	0	0	0
The teaching is good at this school	28	80	7	20	0	0	0	0
The school helps me to support my child's learning	21	60	13	37	1	3	0	0
The school helps my child to have a healthy lifestyle	26	74	9	26	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)	23	66	11	31	0	0	0	0
The school meets my child's particular needs	22	63	12	34	0	0	0	0
The school deals effectively with unacceptable behaviour	24	69	8	23	2	6	0	0
The school takes account of my suggestions and concerns	23	66	10	29	1	3	0	0
The school is led and managed effectively	21	60	13	37	0	0	0	0
Overall, I am happy with my child's experience at this school	28	80	7	20	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



13 June, 2011

Dear Pupils

**Inspection of Burton Agnes Church of England Voluntary Controlled Primary School, Driffield YO25 4NE**

Thank you for your very warm welcome when inspectors visited your school. We really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what we found out.

Burton Agnes Primary is a good and improving school. You get off to a good start in the Early Years Foundation Stage where you learn well. You make good progress across Years 1-6, with many of you now reaching above average standards. We agree with many of you and your parents and carers who told us how kind the adults are and how much you enjoy school. You behave exceptionally well and are really supportive towards each other. Many of you set a good example by participating enthusiastically in the inter-house competitions and organising innovative fund raising activities. We were really impressed by the contributions of the school council to school and village life. You clearly enjoy the many opportunities to visit museums and places of interest, sing at the 'Hall' and take part in local sporting fixtures. All the adults take excellent care of you. These things happen because your headteacher and governors work hard to improve what is happening in school. One reason for the inspection was to see what your school could do even better. We have asked your headteacher, governors and teachers to work on some things. We would like them to:

- strengthen the contributions of all teachers and governors in checking the quality of the school's work and in making sure that everyone is learning as well as they can.

You can all help by continuing to work hard to reach your targets and to support each other.

Yours sincerely

Andrew Swallow

Lead Inspector

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