

Burton-on-the-Wolds Primary School

Inspection report

Unique Reference Number	119912
Local Authority	Leicestershire
Inspection number	379907
Inspection dates	26–27 October 2011
Reporting inspector	Kenneth Thomas

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Shah Khalid
Headteacher	Andy Robinson
Date of previous school inspection	26 September 2006
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Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by six teachers. Inspectors observed a school assembly and the breakfast club, and held discussions with staff, groups of pupils and the Chair of the Governing Body. They looked at pupils' books and viewed a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Questionnaires returned by 69 parents and carers, 23 pupils and 5 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the impact of strategies to raise attainment and progress in English, especially that of boys?
- How well do teachers use assessment information to plan learning tasks that challenge and extend pupils of all abilities?
- Is the school's work to develop a more creative curriculum having an impact on outcomes?
- How effective are school leaders and the governing body in monitoring and evaluating the work of the school and driving improvement?

Information about the school

This is a below average-sized primary school. The school has a small Early Years Foundation Stage class that caters for Reception-aged children. The proportion of pupils known to be eligible for free school meals is well below average. Virtually all of the pupils are of White British heritage. Very few pupils speak English as an additional language. A few pupils have Traveller backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average, while the proportion with a statement of special educational needs is below average. The school provides a breakfast club that is managed by the governing body. The school has achieved national Healthy School status and is working towards the Eco-Schools Gold and International Schools awards.

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

3

Main findings

Burton-on-the-Wolds Primary School provides a satisfactory education for its pupils. The school places a strong emphasis on pupils' personal development. A calm, positive atmosphere permeates the school. Pupils are happy, feel safe and get on very well with each other. They behave well and work hard in their lessons. Pupils take pride in the range of jobs that they carry out, such as being members of the school council. The school's promotion of community cohesion is good and is based on a firm understanding of the school's own context. It is underpinned by good spiritual, moral, social and cultural development. The recognition and celebration of different cultural backgrounds enables pupils to value themselves as members of their own community and as citizens of the United Kingdom.

Children in the Early Years Foundation Stage settle quickly into the day-to-day life of school. They enjoy the range of activities on offer in the Reception class, share toys and equipment well and cooperate with each other and adults. Staff use a range of methods to assess children as they learn and develop. However, children make inadequate progress because these assessments are not always used to ensure that they are suitably challenged in their learning. The picture is now improving but until recently teaching has not always supported the development of children's basic skills sufficiently well, either through adult-led activities, purposeful play or through the outdoor curriculum. However, action to tackle these weaknesses by senior leaders, with support from the local authority, is now beginning to have an impact on children's progress.

From Year 1, pupils' academic development is secure and they make satisfactory progress overall. At the end of Year 6, standards in English, mathematics and science are broadly average. The school has successfully tackled the weaknesses in writing that have caused standards in English to decline in recent years. As a result, overall levels currently attained in English in Year 6 are above those indicated by the most recent national tests. Although the full impact of the recently introduced creative curriculum has yet to be evaluated, the early indications are that pupils, and particularly boys, are more motivated to write at length and this is helping to improve standards. Attainment is also rising because of the impact of much good and some outstanding teaching. However, inconsistencies in teaching and learning across year groups are the main reasons that progress is satisfactory rather than better, and teaching is satisfactory overall. In some lessons, expectations are not always high enough and teachers do not set suitably challenging work that matches the abilities of different groups of pupils. Although teachers mark pupils' work

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regularly, pupils are not always provided with clear guidance on the standard of their work and their next steps in learning. Pupils' achievement overall is satisfactory.

The determination of the headteacher and staff to move the school forward is seen, for example, in the tackling of underachievement in writing. Targets are suitably challenging and appropriate use is made of assessment information to check the progress of individuals, including those with special educational needs and/or disabilities, and those from Traveller backgrounds. School self-evaluation, although too generous in some instances, identifies the right areas for improvement. Senior leaders monitor the work of the school satisfactorily, although not always with enough precision. This is because monitoring does not focus sharply enough on what pupils are learning. The governing body has a good level of involvement and ensures pupils are well cared for, but it does not always have enough first-hand knowledge to hold the school to account for the standards achieved. Taking all the above into consideration, particularly the success of the action being taken to raise attainment, the school has a satisfactory capacity to improve.

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?

- Improve provision and outcomes in the Early Years Foundation Stage by:
 - ensuring learning activities offer sufficient challenge through effective use of accurate daily assessments
 - taking full advantage of the opportunities that arise to develop children's early reading, writing and number skills throughout all their daily activities
 - ensuring that the use of the outdoor area supports the development of children's skills across all areas of learning.

- Improve the quality of teaching so that it consistently promotes at least good learning and progress by:
 - raising expectations and ensuring that learning tasks are appropriately challenging for all groups of pupils
 - making more effective use of questioning to assess, challenge and extend pupils' thinking and reasoning skills
 - ensuring consistency in the marking of pupils' work so that they are given clear guidance on the standard they have reached and how to improve, and making sure that pupils respond to the advice given.

- Improve leadership and management by:
 - ensuring that monitoring and evaluation are clearly focused on pupils' learning and the impact of strategies to raise attainment
 - increasing the governing body's understanding of how to analyse

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assessment information in order to offer a greater level of challenge to school leaders for pupil performance.

Outcomes for individuals and groups of pupils

3

Although there is variation from year to year, children enter the school with skills and understanding that are broadly at the levels expected for their age. All groups of pupils achieve satisfactory outcomes. Classroom observations, the work seen in pupils’ books and school assessment information show an improving picture, with most of the current Year 6 pupils making good progress and on track to achieve the targets set for them. For most pupils, progress is satisfactory. Pupils enjoy their lessons, respond well to interesting and challenging activities, and demonstrate their ability to work effectively both independently and collaboratively. This was exemplified in a Year 3 literacy lesson where pupils concentrated hard as they developed their ideas for a newspaper report. The progress of pupils with special educational needs and/or disabilities and those from Traveller backgrounds is comparable to their peers. This is because their needs are carefully assessed and they are sensitively supported in class and receive specialist individual or small group support from teachers or teaching assistants.

Pupils demonstrate a good awareness of how to avoid risks and stay safe, whether on the internet or during their journeys to and from school. They understand the importance of exercise and a balanced diet to their healthy development. The school council provides a useful forum for pupils’ voices and pupils contribute well to the school and wider community in other ways, for example acting as playground leaders or raising money for worthwhile causes. Pupils see respect as a key aspect of their development. They readily relate to those from different cultural and religious groups. Pupils leave the school adequately prepared for their future and with a developing understanding of the range of opportunities available to them in later life.

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	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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

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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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All lessons are characterised by good relationships between teachers and pupils. In most, teachers use a variety of stimulating activities and make productive use of paired discussion. In many lessons, perceptive questioning is used to extend pupils' thinking, encourage the use of more varied vocabulary and to assess their understanding as lessons proceed. These were features of a lesson with Year 5 and Year 6 pupils, for example, where rapid progress was made in understanding how the imaginative use of words can enhance descriptive writing. However, in some lessons, teachers do not drive learning forward quickly enough. In these lessons, not enough use is made of assessment information to ensure tasks are well matched to pupils' learning needs and expectations of how much will be done are too limited. The activities and teachers' questioning do not challenge pupils sufficiently. As a result, the rate of learning is slower.

The curriculum provides pupils with a satisfactory and improving range of learning experiences. It has recently been modified to ensure that topics allow pupils to engage in a wider range of imaginative activities, while providing continuity and progression in learning across the key stages. It is enhanced by innovations such as the school radio station, a programme of visitors to the school and visits out of school, including residential visits. Pupils also benefit from a well-attended range of extra-curricular activities.

Parents and carers rightly say that pupils are looked after well in this nurturing, family community and pupils enjoy good quality care in the breakfast club. All adults are particularly sensitive to those pupils whose circumstances make them more vulnerable. Staff work hard to involve parents in their children's learning. Strenuous efforts are made to promote regular attendance, with additional support provided for those returning after periods of absence.

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

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How effective are leadership and management?

The headteacher has created a climate in which staff work well together with a strong sense of mutual support and close teamwork. Leaders, at all levels, have a clear commitment to improving the performance of the school. Development planning accurately identifies areas in most need of improvement and is underpinned by the careful analysis of pupils' performance. The monitoring of teaching and learning has led to improvements. However, the monitoring does not always focus enough on measuring the impact of teaching on learning, with the consequence that evaluations can be too generous. Governance is satisfactory. While the school benefits from the support of the governing body, governors have been too reliant on reports from the headteacher. They have not been sufficiently involved in gaining a first-hand understanding of the school so that they can raise challenges over the school's performance and the improvements needed.

Arrangements for safeguarding the welfare of the pupils and for making sure that those working with them are properly vetted are secure. Responsibilities are clear, so that the school provides a safe environment for all. The procedures meet statutory requirements and underpin the school's caring approach. Effective links with external agencies, such as the local authority's Traveller Education Service, support the individual needs of pupils from a range of backgrounds. This is an essential element of the school's effectiveness in combating discrimination. It also ensures the satisfactory promotion of equality of opportunity. Pupils cross social, ethnic, religious and cultural boundaries very successfully. Through links with schools in different social contexts in the United Kingdom and with schools abroad, their minds are opened to the range and diversity of culture and to the interdependent nature of the global community.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

When they start in the Reception class, most children’s skills are consistent with those usually found in children of their age. Close links with parents assist in the smooth transition of children into the class. As a result, children settle quickly, become confident in their surroundings and demonstrate interest and enjoyment in the activities provided. The activities provided for children cover the six areas of learning and are a suitable mix of child-initiated and adult-led activities. However, a weakness is that resources are not always used to stimulate learning and outdoor activities are sometimes not sufficiently focused on learning.

The headteacher and staff have worked closely with the local authority to ensure that on-going assessments are accurate. Rapid improvement has been made in this and the school now has a clear picture of each child’s performance. However, there still remain some weaknesses in the way this information is used to guide planning, although this is recognised as a next step for improvement. This sometimes leads to insufficient challenge in activities with opportunities to extend children’s skills missed. In addition, adults’ use of questioning does not always expand children’s thinking. As a result, while improvements are being made quickly, there are still some remaining weaknesses in the organisation of learning. Consequently, not enough attain the levels expected in all six areas of learning by the time they enter Year 1.

Arrangements to promote children's health and safety are satisfactory, and all welfare requirements are met. These ensure that children feel safe and are happy in school. Because relationships with adults are good and children play well together, they make good progress in their personal, social and emotional development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers who returned the pre-inspection questionnaire expressed positive views about every aspect of the school. There were no particular trends in the very few negative comments received by inspectors. Many respondents wrote additional comments indicating their strong support for the school. Typically, one wrote, 'Our child enjoys school and says it is "fun". The teachers are all enthusiastic and appear to work well as a team.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burton-on-the-Wolds 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	77	16	23	0	0	0	0
The school keeps my child safe	60	87	8	12	1	1	0	0
The school informs me about my child’s progress	41	59	28	41	0	0	0	0
My child is making enough progress at this school	40	58	27	39	1	1	0	0
The teaching is good at this school	47	68	21	30	0	0	0	0
The school helps me to support my child’s learning	43	62	25	36	1	1	0	0
The school helps my child to have a healthy lifestyle	48	70	20	29	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)	44	64	21	30	0	0	0	0
The school meets my child’s particular needs	41	59	26	38	2	3	0	0
The school deals effectively with unacceptable behaviour	30	43	34	49	2	3	0	0
The school takes account of my suggestions and concerns	35	51	27	39	1	1	0	0
The school is led and managed effectively	36	52	30	43	1	1	0	0
Overall, I am happy with my child’s experience at this school	49	71	19	28	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 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"> ■ 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.



28 October 2011

Dear Pupils

Inspection of Burton-on-the-Wolds Primary School, Loughborough, LE12 5TB

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke with many of you, and you were really helpful. We also want to say how much we enjoyed listening to your singing in assembly.

You receive a satisfactory education. You make satisfactory progress and reach average standards at the end of Year 6. You could reach even higher standards and we have asked your teachers to make sure that, in all of your lessons, you are really stretched so that you make the best progress you possibly can. We have also asked the staff to help children in the Reception class to develop and practice their skills, and to make better use of the outdoor area to support learning, so that they can make much better progress than they do now.

Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. Your teachers plan a good range of visits and after-school activities that broaden your experiences. You understand the importance of being healthy. Most of you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other to improve your work. We have asked that when teachers mark your work, they give you clear guidance on what you have to do to improve so you can make faster progress. You can help yourselves by trying hard to follow the advice you are given.

Adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. To help this, we have asked that when senior staff check how well you are doing they look even more closely at your learning. We have also asked that governors are more involved in checking on the work of the school and the progress you are making. We are sure you will want to play your part by continuing to work hard.

Yours sincerely

Kenneth Thomas
Lead inspector

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