

# Newton Burgoland Primary School

## Inspection report

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<b>Unique Reference Number</b>	119953
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	379919
<b>Inspection dates</b>	26–27 October 2011
<b>Reporting inspector</b>	John Horwood

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Plant
<b>Headteacher</b>	Sue Ward
<b>Date of previous school inspection</b>	17 June 2009
<b>School address</b>	School Lane Newton Burgoland LE67 2SL
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## Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by four teachers. Meetings were held with the headteacher and members of the governing body and discussions were held with a group of pupils. The lead inspector also spoke to three parents or carers who had asked to meet him. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 37 questionnaires from parents and carers, six questionnaires from staff and 34 questionnaires from pupils were scrutinised.

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

- Are all pupils currently making good or better progress, and was that the case in 2010/2011?
- What is the provision for the most able pupils?
- How effective is the provision for children in the Early Years Foundation Stage within a mixed-age class?

## Information about the school

This is a smaller-than-average primary school. The vast majority of pupils are from White British backgrounds. Very few are from minority ethnic groups and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below that found in most schools and very few have a statement of special educational needs. The proportion known to be eligible for free school meals is much lower than in most schools. The school has recently gained Healthy Schools status and the International 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?**

**1**

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

**1**

## Main findings

This is an outstanding school. Pupils described the school as 'Brilliant Burgoland' and 'The Best'. Children have a good start to their education in the Early Years Foundation Stage, where they make good progress. The use of the outdoor area is being reviewed to ensure that the curriculum more flexibly meets the needs of the varying numbers of children in the mixed-age class with Year 1 pupils. The progress that pupils make from entering Year 1 to leaving Year 6 is outstanding for all groups, thanks to outstanding teaching supported by an outstanding curriculum. Progress in mathematics has been variable in the past, and so attainment in mathematics has not been as high as in English. This has been addressed through better marking of pupils' work in mathematics, which is now good but a few inconsistencies still remain. Because of this, attainment overall is above average rather than high.

The school motto of 'Together we can achieve excellence' has been achieved not only academically but in all aspects of personal development, which are now outstanding. Pupils' behaviour is exemplary and this is one reason why all the pupils and their parents and carers say that pupils are safe in the school. Pupils enjoy coming to school and this is reflected in their high attendance rates, which contribute to them being exceedingly well prepared for secondary school. The school is at the hub of the village and joint activities such as the village vegetable show exemplify how well the pupils contribute to the community. Other aspects of their outstanding spiritual, moral, social and cultural development are enhanced by links with the local churches and partnerships with multicultural schools.

The headteacher has a clear vision of improving every aspect of the pupils' education and has ensured that every pupil is treated as an individual. Throughout the school pupils are encouraged to mix with each other and to ensure there is no discrimination. The care, guidance and support provided are outstanding and any underachievement by pupils is quickly identified and acted upon.

All aspects of leadership and management are outstanding, with all leaders and the governing body fully involved in school improvement. The staff questionnaires confirmed a united support for the leaders and governing body. Since the last inspection there has been excellent progress with many aspects improving from good to outstanding. The self-evaluation document provided by the school is very accurate and shows a good understanding of how well the pupils are doing. The capacity for sustained improvement is outstanding.

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

- Raise attainment in mathematics by ensuring the marking of pupils' work consistently gives them effective guidance on how to improve and reach the next step in their learning.
- In the Early Years Foundation Stage, explore ways to develop the outdoor curriculum so it is fully responsive to the varying size of each year group.

## Outcomes for individuals and groups of pupils

**1**

Children's attainment on entry to the school is generally below the expected levels for their age, although it varies significantly because of the small year groups. Attainment by Year 6 has been above average over a sustained period, and during the past year pupils have made outstanding progress. Current progress is also outstanding. Pupils say they enjoy school, and that they all behave well. Lessons are stimulating and challenging. In a Year 3/4 science lesson about magnetic materials pupils made outstanding progress in their investigational skills because the lesson was very well structured with clear challenging timescales shared with pupils. In a Year 2 geography lesson pupils acquired map-reading skills at a very good rate because of the very well planned activities and their deadlines. In a Year 5/6 English lesson about describing a scene from Narnia using interesting vocabulary, the teacher led by example with a challenging pace in reading the story. Pupils responded well and this brought an air of excitement to the lesson with pupils working very cooperatively in groups. In all lessons behaviour was outstanding. The activities were always well matched to pupils' abilities. In all lessons there are excellent relationships and pupils join in discussions confidently. Pupils who need extra help, including those with special educational needs and/or disabilities, are well supported by the adults. Teaching assistants work with them very closely during all parts of the lessons to make sure they understand the activities, as well as providing support to the whole class.

Pupils willingly take on tasks such as being a member of the school council and providing help throughout the day. They make an excellent contribution to the local community by, for example, inviting residents into school for lunch, planting trees in the village and supporting the vegetable society events. They also choose which charities to raise funds for and have strong links with the more distant communities through link schools. Pupils understand about adopting a healthy lifestyle and eat fruit and drink water during the day. They talk freely about the need to live healthy lifestyles, promoting them to others. They also join in and enjoy the sporting activities available. The provision the school makes for healthy lifestyles is reflected by the award of Healthy Schools status. Pupils' outstanding spiritual, moral, social and cultural development is supported by many opportunities to meet pupils from different backgrounds and faiths through partnerships with other schools in Leicester and France, as well as by visits to a variety of places of worship.

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

## How effective is the provision?

Teachers all demonstrate excellent subject knowledge, are enthusiastic and plan lessons well to cater for the mixed-age classes. Good teamwork with the teaching assistants makes a significant contribution to pupils’ learning. Pupils who find work harder are given extra support in lessons while those who are gifted or talented have additional opportunities through arrangements with the local cluster of schools. Teachers always include discussions and activities that enable them to assess pupils’ progress as well as involving pupils in assessing their own work. They develop pupils’ social skills well by focusing on paired and group activities with different partners. Teachers make good use of information and communication technology to support teaching and learning, but they do not always involve pupils effectively in using the interactive whiteboards during the lessons.

The curriculum is always focused on pupils’ individual needs and topic work is well resourced. Although the outline curriculum is based on a two-year cycle to reflect the mixed-age class arrangement, teachers modify it very well where needed. Developing workplace skills by establishing teamwork amongst pupils is at the heart of the curriculum and of teaching. This was very clear in Year 5/6, where the seating arrangement is changed on a weekly basis to develop their ability to work with others. There are very good links between subjects to support pupils’ learning. There is limited cultural and faith diversity within the school but the curriculum is enhanced to compensate for this through a wide range of visitors from different faiths and

<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

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backgrounds as well as visits by pupils to the more diverse community in Leicester. The range of well-supported extra-curricular activities is exceptional for a small school.

The pastoral care of pupils is outstanding and this is apparent throughout the school. Adults are caring and supportive when dealing with the pupils. Pupils have excellent relationships with adults and are confident that they can get help if they need it. Excellent partnerships with other local schools and the local authority ensure additional support for pupils’ academic and social needs, including support for those pupils whose circumstances may make them vulnerable. There are outstanding links with the secondary schools and the pre-school to support pupils with the transition. The procedures for promoting good behaviour and maintaining high attendance are secure and effective. Academic support and guidance are outstanding.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides outstanding leadership. The staff questionnaires confirm that she is supported by all staff. The governing body has transformed itself since the last inspection and its contribution to school improvement is now outstanding. Members are actively involved with the work of the school and provide exceptional support and challenge to help the school move forward. All statutory requirements are met. The school development plan is sharply focused on raising attainment whilst developing the personal skills of the pupils still further.

The effectiveness with which the school promotes equal opportunities is outstanding. Pupils say they are treated fairly within the school and they are all equally involved. There is no evidence of any discrimination. The pupil tracking system is used well to identify any pupil who is slipping behind so that suitable support can be quickly provided. Teachers ensure that within lessons all pupils are equally involved. All pupils have similar opportunities for participating in school activities. Excellent safeguarding arrangements underpin the outstanding care provided by the school. Records of the suitability of staff to work in the school are all up to date and risk assessments are comprehensive. All staff are appropriately trained. Policies provide clear guidelines for staff.

The headteacher and governing body know their community well and their action plan to promote community cohesion is monitored well through the headteacher’s

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reports. The school is an outstandingly harmonious environment and has developed outstanding links to the local community and beyond. There are excellent links with the local churches and secondary schools. The school has developed partnerships with a multicultural school in Leicester and a school in France. It has been awarded International School status in recognition of these links.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make good progress in Reception. The small number of children in Reception at the time of the inspection were happy, settled and learning routines well. Their social skills develop well because they work and play together but also interact with the Year 1 pupils throughout the day.

Staff in the Early Years Foundation Stage work well as a team. The teacher plans lessons very well, setting appropriate work to ensure both age groups make good progress. The layout of the outdoor area limits the opportunities for children to choose freely between indoor and outdoor activities, because of the unequal numbers in the two age groups with only two adults to supervise all the children. Nevertheless, during some activities children make outstanding progress. In a session linked to the Narnia story, the teacher directed children to the outdoor activity most appropriate to their need, after which they were able to choose their own activities to very good effect. Good use was made of personal recording devices to remind children of the learning objectives. During such activities the teacher closely monitors the attainment and progress of specific children, and the resulting information is then used to update their learning journals, which are shared with parents and carers at regular periods. The teaching assistant plays a full part in supporting the children’s learning, as seen during an outdoor phonics session where



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children made rapid progress as a result of the very practical and interactive activities.

Staff ensure children are safe and secure. Parents and carers are able to talk to the staff when they bring their children into school and are kept well informed. Leadership and management are good. The teacher is relatively new to the Early Years Foundation Stage, but knows what needs to be done and has planned visits to other schools to develop staff skills.

*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**

All the parents and carers who completed a questionnaire are happy with their child’s experience at school. The percentage return of questionnaires was well above average for a primary school, and for each question the positive response was significantly higher than in most schools. Several parents and carers wrote positive comments and some expanded on these in conversation with the inspectors. The comments included, ‘it is a great school which has improved since the last inspection’, ‘the school is wonderful, staff are welcoming, children are prepared well for secondary school’, ‘teachers are committed to the progress of every child’ and ‘behaviour in the school is excellent’. These comments reflect the findings of the inspection. A very small minority of parents and carers raised individual concerns which were considered as part of the inspection process, while preserving anonymity.

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

Ofsted invited all the registered parents and carers of pupils registered at Newton Burgoland 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	81	7	19	0	0	0	0
The school keeps my child safe	31	84	6	16	0	0	0	0
The school informs me about my child’s progress	25	68	12	32	0	0	0	0
My child is making enough progress at this school	27	73	10	27	0	0	0	0
The teaching is good at this school	27	73	10	27	0	0	0	0
The school helps me to support my child’s learning	26	70	11	30	0	0	0	0
The school helps my child to have a healthy lifestyle	30	81	6	16	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)	29	78	7	19	0	0	0	0
The school meets my child’s particular needs	24	65	13	35	0	0	0	0
The school deals effectively with unacceptable behaviour	22	59	12	32	0	0	0	0
The school takes account of my suggestions and concerns	22	59	14	38	0	0	0	0
The school is led and managed effectively	26	70	8	22	2	5	0	0
Overall, I am happy with my child’s experience at this school	30	81	7	19	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	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](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.**



28 October 2011

Dear Pupils

**Inspection of Newton Burgoland Primary School, Newton Burgoland, LE67 2SL**

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you, hearing your views and looking at the work you do. Your school is giving you an outstanding education.

Here are some of the things that impressed us most about your school.

- You really enjoy school and all attend regularly.
- The development of all your personal skills, including your spiritual, moral, social and cultural understanding, is outstanding.
- You behave extremely well and this helps you feel really safe in school.
- You all make excellent progress as a result of outstanding teaching.
- There are excellent relationships throughout the school.
- Adults look after you very well and there are excellent procedures to keep you safe.

We have asked the school to do the following things to make it even better.

- Ensure that marking of your work in mathematics is of the same quality as in English, and always tells you how to improve and get to the next step in your learning.
- Improve how the outdoor area for the Reception children is used.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood  
Lead inspector

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