

Burtonwood Community Primary School

Inspection report

Unique Reference Number	111178
Local authority	Warrington
Inspection number	378241
Inspection dates	19–20 April 2012
Lead inspector	Geoffrey Yates

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	John Joyce
Headteacher	Andrew Redman
Date of previous school inspection	4 March 2009
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Introduction

Inspection team

Geoffrey Yates
Philip Martin

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspection team visited 18 lessons, observing nine teachers. Meetings were held with the headteacher, senior leaders teaching staff, the Chair of the Governing Body and two other members and groups of pupils. The inspectors also heard 12 pupils read. Inspectors observed the school's work, and looked at minutes of the governing body meetings, the systems for assessing and monitoring pupils' progress, safeguarding procedures, pupils' work, and teachers' planning and marking. Inspectors took account of questionnaires completed by 86 parents and carers and those completed by pupils and staff.

Information about the school

Burtonwood Primary School is an average sized primary school. Most pupils are from White British backgrounds. There are no pupils at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils who are supported by school action plus or with a statement of special educational needs is broadly average. The school has achieved a number of awards, including the International Schools' award. The school meets the current floor standards, which the government sets as the minimum standards for academic performance. There is on-site pre-school provision for pupils which is not managed by the school. This provision is subject to a separate Ofsted inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet an outstanding school because pupils’ writing skills are not as strong as their skills in reading and mathematics and teaching does not consistently enable pupils to practise these skills through challenging work in other subjects. In addition, written comments made by teachers when pupils’ work is marked are not always acted on by pupils. Under the very strong leadership of the headteacher the school promotes pupils’ learning well.
- Pupils make good progress overall and achievement is good. Children achieve well in the Early Years Foundation Stage from starting points which are below those expected for their age. By the end of Year 6, pupils’ attainment is above average in mathematics and broadly average in English, but it is higher in reading than in writing. The school’s arrangements for teaching reading are good, leading to above average attainment at the end of both key stages.
- The quality of teaching is good, with examples of outstanding practice. Where teaching is outstanding, lessons move at a very fast pace and teachers are highly effective in ensuring that pupils know exactly what they need to do and how to do it. In some classes, opportunities are provided for pupils to use their writing skills well in other subjects, with work presented well, but this is not consistent across the school.
- Pupils’ behaviour is good. Incidents of bullying or racial harassment are few and far between, and dealt with well. Pupils have a very good understanding of how to keep themselves safe in various situations, including when using the internet. They have positive attitudes to learning.
- Leadership and management are good, including the leadership of teaching and the management of performance. The clear is a focus on pupils’ academic and personal needs and on systems to evaluate the school’s work. This ensures that pupils enjoy all aspects of school life and are well prepared for the future.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - ensuring all teachers provide challenging opportunities for pupils to use their writing skills well in subjects across the curriculum
 - improving the quality of pupils' handwriting
 - ensuring that in all classes pupils take full notice of points for improvement provided by teachers when their work is marked.

Main Report

Achievement of pupils

Pupils enjoy lessons and make good progress. They respond well to good teaching that stimulates their learning. They enjoy being actively involved in finding things out for themselves and respond positively to challenging activities. For example, pupils in Year 6 were highly motivated by outstanding imaginative teaching that allowed them to empathise with the tragic events leading to the sinking of the Titanic. They were highly involved in a range of activities that included listening to an extract of music that was played by the ship's band as children and their parents struggled to save themselves. One pupil's written response when asked to say what it might have felt like stated, 'Desperately I hopelessly searched for a sign of my family, like a bee trying to find a flower, the strong and brave band played on.' All pupils rose eagerly to the challenge and made good progress in understanding the tragic event and its impact.

Children enjoy their time in the Reception Year because the classroom, both inside and out, provides them with a well-resourced environment in which to learn. They have frequent opportunities to develop their curiosity about the wider world. For example, by listening to what a visiting policeman had to say about the work of the police force. The teacher and teaching assistant build up children's ability to work both with adult direction and through child-initiated tasks. Daily sessions about letters and their sounds ensure children make good progress in early reading and writing skills. Good progress ensures they reach the expected level for their age by the time they enter Year 1. Pupils in Key Stage 1 continue to make good progress in their learning about letters and sounds. As a result, attainment in reading in Year 2 is above the national average. Good learning and progress in Key Stage 2 ensure that pupils maintain above average standards in reading to the end of Year 6. However, pupils do not have sufficient challenging opportunities to use their writing skills well in subjects across the curriculum and their handwriting skills are not developed well. Pupils who are disabled or have special educational needs, make similar progress to all other pupils.

Quality of teaching

Parents and carers feel their children are taught well. Inspection evidence shows good teaching in all classes, with outstanding practice in some. Good or better teaching contributes greatly to pupils' good behaviour and positive attitudes to their learning. Teaching assistants mostly provide effective support. The effective way the curriculum is taught ensures pupils' own interests are linked well, for example a focus on the up-coming

Olympic Games and on researching the events surrounding the sinking of the Titanic really captured the imagination of pupils. Planning ensures that pupils, including disabled pupils and those with special educational needs, develop their previous knowledge, skills and understanding over a range of lessons. However, opportunities are missed for pupils to be challenged to use their writing skills well in subjects across the curriculum. A strong emphasis is given to pupils developing their sporting and artistic skills with visiting specialist teachers supporting the work of the school effectively. In the Early Years Foundation Stage teaching is also good. A range of activities captures children's imaginations, allowing them to investigate for themselves and moving their learning on quickly. The recently improved outside area is used well to support children's learning.

In the very best lessons, teachers make learning highly stimulating with prompt intervention from teachers if pupils find the work too easy or too challenging. Throughout the school, lessons provide plenty of good opportunities for pupils' spiritual, moral, social and cultural development. For example, Year 2 pupils have planted seeds in the nature garden and are given the opportunity to see how well they are starting to grow. There are very strong relationships and teachers and teaching assistants interact well with pupils to support them in their learning. Marking is done regularly and comments are made to help pupils move on, but teachers do not always ensure that pupils take notice of the comments made or that pupils' handwriting is neat.

Behaviour and safety of pupils

Pupils clearly enjoy coming to school, as shown by their above average attendance. Behaviour in lessons and around the school is good. It is managed very well, in not the easiest of buildings, because staff are vigilant and pupils follow the school rules. Pupils are enthusiastic about learning and are eager to contribute; they enjoy opportunities to work independently and participate fully in paired or group work. For example, more-able pupils in Year 6 were totally involved in mathematical activities linked to using prime factors to calculate the square roots. Incidents of poor behaviour are extremely rare, as reflected in the nil return of reported incidents of poor behaviour this year. Pupils appreciate the care staff provide. Pupils have a good understanding that bullying can take many forms and are clear that the school will deal with any type of bullying well. They say that they are free from bullying and harassment. In the playground pupils say they feel very safe and secure. Almost all parents and carers who replied to the questionnaire confirm that behaviour is of a good standard and that their children feel safe and secure in school. Pupils agree and inspection evidence supports these views.

Strong care and attention given to individuals contribute to their good personal development. Throughout the school pupils are mostly polite and courteous with each other and towards visitors. For example, during the inspection on a rainy day, a child in the Reception class was most concerned that an inspector 'did not have his outdoor clothing on,' when venturing outside to see what children were doing [they were all wearing 'their' outdoor clothing!]. Pupils take on a number of different responsibilities across the school, for instance, as school councillors or buddies who look after younger pupils, and carry these out very maturely. Older pupils give up their time at lunch-time to help younger pupils develop their reading skills.

Leadership and management

Very strong leadership and management by the headteacher, with the support of senior leaders, ensure that the school's ethos is happy and cohesive. Staff feel valued as part of the team. Much of the school's success is down to consistent practices that help all staff to provide a good quality of teaching. Senior leaders monitor pupils' learning closely, tailoring professional development well to the professional needs of the teachers and the strategic needs of the school. Middle managers are growing in their competence to evaluate the quality of provision in their subject areas. The governing body carries out its duties well. It, along with school leaders, ensures safeguarding meets all legal requirements. The governing body and school leaders and staff ensure no pupil is discriminated against and all have an equal opportunity to achieve. Senior leaders use assessment information well to ensure that all groups of pupils achieve equally well.

The curriculum is of a good quality and meets the needs of pupils well overall. Pupils enjoy a wide range of experiences, including residential visits to positively promote their good spiritual, moral, social and cultural development. For example, during the inspection one inspector was delighted to hear every pupil in Year 6 perform together as a gospel choir. The recently developed nature garden allows pupils to experience at first-hand the wonders of nature. Teachers combine literacy with interesting topics to enhance reading and writing, such as a focus on the forthcoming Olympic games. However, the threading of writing skills into other areas of the curriculum, such as science is not sufficiently developed to guarantee faster progress in achievement in writing. Improvements since the previous inspection in the effectiveness of the school, the quality of teaching, pupils' achievement and the effectiveness of leadership and management provide a clear indication that the school has a good capacity to secure further improvement. Comments such as, 'my children enjoy coming to school and enjoy the residential visits, wide range of curriculum topics and community involvement provided by the school.' confirm most parents' and carers' very positive views of the school.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 April 2012

Dear Pupils

Inspection of Burtonwood Community Primary School, Warrington, WA5 4AQ

You gave us a very friendly welcome when we inspected your school recently. It was good to see you enjoying your lessons so much. We really enjoyed our visit, especially talking with you and hearing, for example, the Year 6 pupils sing. It was wonderful to see every Year 6 pupil involved in creating music of such a good standard. Those of you we spoke with were very polite and helpful. It was good to see how much younger pupils enjoy reading and how they are not frightened to attempt to read new words. The inspectors agree with your school that you receive a good education and that you achieve well. Older pupils told us how much they enjoyed being buddies. It was good to see how well you behave, not just in lessons but around the school.

We agree with you that everyone who works in the school takes good care of you. You work hard in lessons and told us that you feel very safe in school.

We have asked your school to make sure that it builds on the improvements already made since the last inspection by ensuring you do as well in developing your writing skills as you have in improving your reading and mathematical skills. You can help your teachers by remembering to write neatly, and by making sure you always take full notice of the written comments made by teachers when they mark your work. We want you to be given more opportunities to use your writing skills well in subjects such as science, so really try hard to do so in these subjects not just in literacy lessons.

We hope you keep on working hard so you can continue to play a big part in trying to make your school even better. Also, keep up your good attendance record!

Yours sincerely

Geoffrey Yates
Lead inspector

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