

Burton Green Primary School

Clifton, York, North Yorkshire, YO30 6JE

Inspection dates 28–29 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Recent improvements in teaching are accelerating pupils' progress but have not had enough time to raise achievement enough across the school.
- Pupils do not achieve as well as pupils nationally and too few reach the higher levels in English or mathematics.
- In lessons, teachers do not always check for any misunderstandings or that every pupil is actively involved in their learning.
- Pupils enjoy letters and sounds activities. However, reading lessons are not organised consistently well and reading material is not matched closely enough to pupils' abilities.
- Rigorous procedures that check the quality of teaching ensure teachers are held to account for pupils' progress, but are at an early stage of helping to raise achievement.
- Attendance is below average and too many pupils arrive late each day so they miss valuable learning time.

The school has the following strengths

- Good provision in the Early Years Foundation Stage gives children a happy and secure start to their education.
- Pupils say they feel safe in school and trust staff to listen and act on their concerns.
- The new leadership team has quickly gained the confidence of staff, parents and pupils. Morale is high and there is a strong sense of unity. The governing body holds the school to account rigorously. Consequently, the school is well placed to improve further.

Information about this inspection

- The inspection was carried out with half a day's notice.
- Inspectors observed 13 lessons, heard some pupils read, visited the breakfast club, observed pupils at play and lunchtime and attended assembly.
- The team met with staff, pupils, school councillors, parents, members of the governing body, and representatives from the local authority.
- School documents, including the school's checks on how well it is doing, monitoring records for teaching and learning, pupils' workbooks and progress records were scrutinised and safeguarding arrangements were checked.
- The seven responses in the on-line questionnaire (Parent View) and the school's survey of parental views were taken into account.

Inspection team

Kathleen McArthur, Lead inspector

Additional Inspector

Steven Goldsmith

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals) is well above average.
- The proportion of pupils supported at school action is more than twice the national average, the proportion at school action plus is average and a very few pupils have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been a number of significant staffing changes at senior leadership level. The headteacher took up post in September 2012 and the deputy headteacher was appointed in March 2012.
- The school holds an International Schools award and has Healthy School status.

What does the school need to do to improve further?

- Further increasing the proportion of good or better teaching by:
 - ensuring teachers check their pupils' learning during lessons, step in swiftly to correct any misunderstanding and do not allow any pupils to remain passive
 - establishing a system of marking that fully involves pupils so they know how to improve their work, are expected to respond to teachers' comments and feedback and have opportunities to do so.
- Raise attainment and accelerate progress in Years 1 to 6 so pupils reach the expected standards and more attain the higher levels:
 - In mathematics by:
 - improving pupils' ability to understand, use and apply mathematical knowledge to solve word problems
 - In English by:
 - re-evaluating the leadership of reading and the way letters and sounds lessons are organised and delivered
 - ensuring all staff are consistently trained and confident in providing letters and sounds lessons so these are taught systematically and activities matched even more closely to pupils' abilities.
- Build on the good relationships with parents to raise levels of attendance and improve punctuality so pupils attend every day and arrive on time.

Inspection judgements

The achievement of pupils

requires improvement

- Children start Nursery with skills that are well below those expected for their age, especially in communication, language and personal skills. They quickly feel secure, ready to investigate the variety of activities indoors and outside, for example dressing in costumes from different countries. Children progress well, especially in their social skills, ready for further learning in Year 1 but do not reach the expected levels by the end of their time in Reception.
- Pupil cohorts are small and differ in size from year to year so attainment often varies. By the end of Year 6, standards are below average in both English and mathematics, and have remained so over time. The number of pupils who make or exceed the expected progress is lower than that found nationally, so too few pupils reach the higher levels.
- School data show that throughout the school, progress has begun to accelerate and inspection evidence shows that better quality teaching means pupils often progress well in lessons. However, progress is not inadequate but not yet securely good.
- In mathematics, pupils often struggle when they meet word problems and do not understand which method to select in order to solve them.
- The recent focus on writing means pupils write confidently and at length by the time they leave.
- The teaching of reading provides daily letters and sounds lessons for younger pupils but lessons are not delivered in the same way. Some pupils learn in small groups, others in whole classes so activities are not always matched closely enough to their different abilities. The proportion of the pupils who reached the expected level in the 2012 Year 1 phonics assessment was lower than the national proportion.
- Younger pupils enjoy reading to adults and many say they read at home. Older pupils read widely and enjoy a variety of books and authors, and several agreed that 'Sometimes, you just don't want to stop reading'.
- Actions planned specifically to raise attainment for those entitled to the pupil premium include additional speech and language work. These successfully narrowed the attainment gap (average point score) between them and their classmates in the 2012 national tests for Key Stage 1 pupils. At Key Stage 2, these pupils did better than expected in reaching national levels in English and mathematics.
- Pupils with special educational needs receive well-organised adult support and additional learning activities so they progress at a similar rate to their classmates.

The quality of teaching

requires improvement

- School monitoring records show the proportion of good teaching is increasing but still requires improvement because it is not yet consistently good in order to accelerate pupils' progress to be good overall.
- The majority of teaching observed during the inspection was good, and when this was the case, pupils made good progress in their learning. Good teaching features lively pace and good use of the additional adults to support different groups of pupils. Skilled questioning holds pupils' interest and prompts them to think hard. For example, when pupils in Year 5 were challenged to find imaginative adjectives to use in their writing or when Reception class children put a set of instructions in order when they made salt dough figures.
- Where teaching is less effective, activities are not made meaningful or challenging enough or resources such as counting materials are not provided. Sometimes the plenary at the end of the lesson does not provide opportunities for pupils to use or extend what they have learned. Consequently, pupils quickly lose concentration and do not progress well.
- Clear information on pupils' progress enables teachers to adjust tasks to pupils' different abilities, including those with special educational needs. However, reading activities for younger pupils

are not always closely matched to their abilities.

- Older pupils may self-assess their work and sometimes use checklists or 'steps to success'. Pupils say their work is marked, but teachers use different ways to show them how to improve, and pupils are not always expected to respond to feedback.

The behaviour and safety of pupils

requires improvement

- Attendance has been below average for a number of years despite the school's efforts. Some families find it hard to ensure their children attend regularly or to arrive on time each morning. Consequently, their children miss some of their lessons, which holds back their progress. The ISEDOT (In school, every day, on time) scheme is too newly implemented to have shown results.
- Pupils say they enjoy school, describing it as 'a fun place to be'. They feel safe, and their parents agree that the school keeps them safe. The breakfast club provides a calm start to the day for those who attend.
- Bullying is not seen as an issue. The recent anti-bullying week ensured pupils are well aware that bullying can take different forms, for example cyber-bullying. When asked what they would do if they encountered any, they said they would ignore it but if it persisted, they would tell an adult.
- Good relationships between pupils and staff are very evident, and pupils are helpful and caring towards each other. They particularly value that they can talk to all members of staff, they know their views are listened to and say any difficulties are quickly resolved.
- Consistent approaches to managing pupils mean lessons run smoothly. Although good behaviour was observed in nearly all lessons, where teaching is less strong, pupils can become restless and their attention wanders. Pupils say the school rules are fair, but sometimes behaviour is annoying, such as name-calling.

The leadership and management

requires improvement

- Strong leadership is firmly based on a very clear ambition for swift and sustained school improvement. Focused management of teachers' performance has engendered a renewed spirit among the staff, challenged them to develop their professional skills and is holding them to account for their pupils' progress. Leaders are well aware that there is more to be done to ensure teaching is consistently at least good so all pupils achieve well.
- Thorough checks on how well it is doing provide an accurate view of strengths and weaknesses, resulting in tightly focused plans and procedures for further improvement. Although school data show that progress has accelerated this term, these procedures are recently implemented so have yet to fully impact on raising achievement.
- Middle leaders monitor outcomes in their areas of responsibility but are at an early stage of making a positive difference. Leadership of reading is not fully effective in ensuring all staff are trained and confident. Consequently, not enough pupils reached the expected level in the Year 1 assessment.
- The curriculum places suitable emphasis on literacy and numeracy skills. In the Early Years Foundation Stage, children experience a good variety of activities, well balanced between those led by the adults and those they chose for themselves. Pupils are offered a good range of interesting experiences that promote their spiritual, moral, social and cultural development suitably and broaden their experience beyond the classroom. These include French lessons, learning about Christmas celebrations in different countries and a wide variety of after-school clubs.
- The local authority has provided support for the new headteacher, and a wide range of consultant support for the Early Years Foundation Stage, English and mathematics. Staff have

been receptive to this support, and to working in partnership with local schools and this is helping raise the quality of teaching.

- Safeguarding arrangements meet all statutory requirements. The school is safe and secure and child-protection procedures are rigorously implemented.
- Additional support for learning, for example in literacy or for pupils' emotional well-being, ensures they all have equal opportunities to participate in all activities.
- **The governance of the school:**
 - Governors' thorough audit of all aspects of the school using key performance indicators means they are very clear about the school's strengths and areas for improvement. They question the allocation of pupil premium funds and how effectively these are used and are increasingly aware of pupils' performance. Time spent in school looking at learning or behaviour enables them to offer informed challenge to school leaders while providing robust support in the drive for improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121287
Local authority	York
Inspection number	406014

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Linda Whitehead
Headteacher	Karen Tatham
Date of previous school inspection	12 January 2011
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