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Mrs K Tatham
Headteacher
Burton Green Primary School
Burton Green
Clifton
York
North Yorkshire
YO30 6JE

Dear Mrs Tatham

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Burton Green Primary School

Following my visit to your school on 12 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

The inspector held meetings with the headteacher, deputy headteacher, the Chairs of the Governing Body and the Teaching and Learning Committee and three other governors. She also met with two representatives from the local authority. During the visit, the inspector evaluated the school's improvement plan, and looked at documents relating to the monitoring and evaluation of teaching and learning and the most up to date information on pupils' progress.

Context

Since the inspection there has been much staff turnover. Two teachers have left the school; a newly qualified teacher and an experienced part-time teacher have been appointed. A member of staff on long term absence has returned to school and the school has extended the hours in school for nursery-age children.

Main findings

Senior leaders in the school have reacted swiftly to the 'requires improvement' judgement. Action plans are in place that cover all areas for improvement; with timely milestones and clear expectations of what needs to happen to move the school to good at its next inspection. Intensive staff development has taken place to improve teaching and learning and to develop pupils' ability to learn letters and sounds (phonics) to help with their reading and writing. This work, coupled with the raised expectations of how much progress pupils can and should make, is already accelerating pupils' progress.

Senior leaders have also reorganised the provision for pupils in the Early Years Foundation Stage, but more needs to be done in this area to accelerate pupils' progress as soon as they enter the school and to create an environment which is language rich and motivates boys. Senior leaders carry out regular checking of how new initiatives are going and how much impact they are having. This is largely carried out by the headteacher and the deputy. Less progress has been made in developing middle leaders to play a full part in monitoring the work of the school.

Most governors are knowledgeable about the school and are holding senior leaders to account for pupils' progress through regular meetings of the Teaching and Learning Committee. The Chair of the Governing Body recognises that more governing body training is needed to fully involve all governors in challenging the work of the school.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- accelerate the progress being made in the Early Years Foundation Stage developments by visiting an outstanding Early Years Foundation Stage
- broker training for the governing body to further develop their skills in monitoring the quality of teaching
- increase the involvement of middle leaders in driving improvements in their subjects and in monitoring and evaluating the impact of the school's work.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority has supported the school well and has provided experienced personnel to develop; teaching and learning, early year's provision, and developments in making teachers more effective in teaching letters and sounds and in the provision of support for the new headteacher. A partnership arrangement with a local headteacher of an outstanding school has been effective in supporting the headteacher in her first year of headship. Local headteacher networking arrangements have also been effective in enabling the headteacher to form links other headteachers so that experiences can be shared.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for York.

Yours sincerely

Joy Frost
Her Majesty's Inspector