

West Burton Church of England Primary School

West Burton, Leyburn, North Yorkshire, DL8 4JY

Inspection dates 23 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a very welcoming and caring school that ensures all pupils become confident, motivated learners. The highly effective curriculum contributes very significantly to pupils' personal, spiritual, moral, social and cultural development.
- Pupils' achievement is good. Their achievement in reading is outstanding. Over the last year their progress has accelerated because of a more rigorous use of the school's system to track pupils' progress.
- Teaching is good because of the way staff carefully plan lessons which cater exceedingly well for the wide age range within each class.
- Pupils' behaviour is good. Most pupils show high levels of respect for each other and adults.
- The headteacher very effectively leads the school. She has established high quality teamwork with staff, governors, parents, pupils and the community.
- There is a constant drive to improve the quality of teaching and pupils' progress through effective checks on how well teaching is helping pupils to learn and through training to help staff improve their skills.

It is not yet an outstanding school because

- The leaders are not using the data and other school evaluation procedures rigorously enough resulting in plans to drive the school forward being too general.
- The leaders do not pinpoint exactly what needs to be done and how the school will specifically evaluate whether their actions have been successful or not, particularly in mathematics.

Information about this inspection

- Inspectors observed eight lessons, some taken by teachers and others by teaching assistants. In addition, they made a number of short visits to other lessons. They heard pupils read and looked at the work in their books.
- Meetings were held with a group of pupils, the Chair of the Governing Body and three other governors, the headteacher and the teaching and administrative staff in the school.
- Inspectors took into account the 25 responses to the online questionnaire (Parent View) and the school's recent parent survey.
- Inspectors looked at the work of the school and a number of documents including the school's data on pupils' current progress, documents relating to planning for improvement and procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Barbara Hudson, Lead inspector

Additional Inspector

Lesley Richardson

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported at school action is below average. The proportion of pupils supported at school action plus or with a statement for special educational needs is above average.
- The proportion of pupils known to be eligible for pupil premium (additional funding for pupils who may be in care with the local authority, children of service families or pupils who are eligible for free school meals) is below average.
- The school meets the current government's minimum floor standards, which sets the minimum expectations for pupils' attainment and progress.
- Since the last inspection the headteacher and the majority of the teaching staff have changed.

What does the school need to do to improve further?

- Improve the plans for driving the school forward by:
 - using the school's data and evaluation procedures more rigorously to highlight trends and plan very specific actions that will lead to specific improvements
 - ensuring that the way in which the school evaluates its actions is more quantifiably measurable
 - analysing pupils' work in mathematics with the same intensity as in writing, so as to pinpoint the exact actions that will lead to improvements
 - using the recent developments in tracking pupils' progress by groups as effectively as for individuals.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well. They thrive in a caring, nurturing environment to become mature, independent young people. This is because their personal development is promoted as strongly as their academic achievement.
- Most children enter the Reception Year with skills and abilities that are typical for their age except in communication, language and literacy where their skills are often below expectations. They make good progress from their individual starting points in the Early Years Foundation Stage because the activities that they are asked to do match their needs exceedingly well.
- In Key Stage 1, pupils build upon the good start that they have had in the Early Years Foundation Stage. They make good progress to reach standards that are above average in reading and mathematics. In writing pupils' progress is now good because the school has successfully tackled the poorer performance in this area. Standards in writing are rising from average to above average, similar to that for reading and mathematics.
- Pupils continue to make good progress in Key Stage 2 to reach standards that are well above average in English and above average in mathematics. The school is tackling the slower progress in mathematics but the lack of pinpointing what specifically needs to be done is making progress in this area not as fast as it could be. Pupils' achievements in reading are outstanding and they say that they love to read.
- Throughout the school all groups of pupils make good progress from their individual starting points.
- Pupils who are eligible for the pupil premium make good progress because the funds allocated to the school are well used to provide additional teaching staff and resources. Although there are very few pupils eligible for free school meals, the school's data indicate that their attainment is similar to their peers.
- Pupils supported by school action and school action plus or with a statement of special educational needs make good progress from their individual starting points. This is because the teaching staff provide work that is very well tailored to their individual needs.

The quality of teaching is good

- The good quality teaching ensures pupils make good progress throughout the school. Teaching is not yet outstanding because over time there has been too much variation in pupils' progress. Pupils say that they enjoy their lessons because they are interesting and their work is usually set at about the right level, not too hard and not too difficult. Parents are very appreciative of the good quality teaching that they receive.
- There are many strengths in the teaching. In particular, the very positive relationships between staff and pupils, and the planning of activities which cater extremely well for different age groups and abilities in each class. An excellent example of this was in a Class 2 lesson where one group were working out the fractions of different ingredients when they had to reduce a cup cake recipe by a half and a quarter, another group were developing their understanding of division facts and another were applying their divisibility facts to establish patterns in the 3, 6 and 9 times tables.
- Teaching staff ask searching, well-timed questions to move pupils' learning on and check that what they know is of high quality. A very good example of this was in a Class 1 lesson, where pupils were asked to work out what would be the largest and smallest amount of money placed in a box when 3 coins were selected from 3 ten pence coins and 3 five pence coins.
- The marking of pupils' work is good. Pupils know what they do well and what they need to do next. Sometimes, however, teachers do not show pupils how they can improve their work and this slows their progress. Some teachers do not have high enough expectations of the presentation of pupils' work resulting in some pupils work being untidy.

The behaviour and safety of pupils are good

- Most pupils are courteous, friendly and helpful. They say they feel very safe in school because they know and appreciate the support that they receive from teaching staff. Incidents of bullying are rare and when they do occur they are dealt with effectively. Parents who responded to Parents View feel that their child is happy at the school.
- Attendance rates are above the national average and most pupils are very punctual. Pupils say that they thoroughly enjoy attending school because they find lessons exciting.
- Procedures to manage behaviour have been revised and implemented over the last 18 months. The staff, pupils and governors all say that the behaviour in the school has improved as a result of the new procedures.
- Inspection evidence shows that pupils behave well. Those pupils who have the potential to misbehave are well managed and do not disturb lessons.
- In the playgrounds, pupils enjoy a wide range of activities. Most are able to use the equipment imaginatively, cooperatively and independently.

The leadership and management are good

- The headteacher has established a strong team of staff and governors who work well together to get the best that they can for each individual pupil in their care. The very strong links with parents, the church and the local community ensure that the school is an important part of the village.
- The school places children at the centre of its work. Staff are vigilant when applying the school's safeguarding policies which meet statutory requirements. They are very careful to ensure that each individual child has equality of opportunity and no one is discriminated against. Pupils say that they enjoy coming to school very much. Parents are very happy with the education that staff provide for their children.
- Since the last inspection the school has made good progress. This is accelerating owing to recent developments in tracking the progress pupils are making and by responding, even more effectively to their individual needs. At times, however, the focus on individual pupils has hindered the school having an overview of trends and analysing what is occurring with larger groups. For example, the school was unable to identify the specific reasons as to why standards were lower in mathematics than in reading and writing at the end of Year 6 in both 2012 and 2011. As a consequence, they were not in a position to tackle this problem decisively.
- Pupils have excellent opportunities to participate in musical and oral activities in school and within the wider community. There is an exciting range of visits and visitors integrated into the very effective curriculum. This ensures that pupils are provided with outstanding opportunities for their spiritual, moral, social and cultural development. An excellent example is the school's links with other schools locally and further afield.
- Opportunities for pupils to develop their writing, reading and communication skills across the curriculum are excellent. Mathematics is less well developed. This is because pupils' work in mathematics is not as well analysed and areas where improvements can be made and effective cross-curricular work can be undertaken are not as well developed.
- The investment in high-quality professional development which is very well tailored to individual staff needs is ensuring that teaching is continually improving. This is also followed up with rigorous checks on the quality of teaching and effective feedback to help teaching staff to further improve their work. Performance management is integrated well into this process and is made good use of in the salary progression processes.
- The analysis of pupils' progress and the procedures for gaining an accurate view of pupils' performance are rigorous, however, this information is not used well enough to analyse what specific actions need to be taken to make the school even better and how the actions are going to be effectively evaluated to ascertain the success or not of the actions taken.
- The school has very positive links with the local authority. The very good advice and support

provided by the local authority, as and when requested, is very much appreciated by the headteacher and the governing body.

■ **The governance of the school:**

- The governing body has an excellent understanding of the school's strengths and weaknesses, and about the quality of teaching and arrangements for managing the performance of staff. This is because of the governing body's comprehensive evaluation procedures and the detailed information provided by the headteacher. The members of the governing body are highly effective in applying their duties and responsibilities and are very active in the future development of the school.

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	121482
Local authority	North Yorkshire
Inspection number	403464

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Emma Guy
Headteacher	Sally Stone
Date of previous school inspection	27 September 2007
Telephone number	01969 663230
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Email address	admin@westburton.n-yorks.sch.uk

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