

# Burley and Woodhead CofE Primary School

Sandholme Drive, Burley-in-Wharfedale, Ilkley, LS29 7RQ

**Inspection dates** 18–19 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils make good progress from starting points that are broadly in line with expectations for their age.
- By the time they leave Year 6, pupils' attainment in reading, writing and mathematics is generally well above average.
- Teaching is good and some is outstanding. Teachers foster excellent relationships which create good attitudes to learning.
- Teachers encourage pupils to be independent learners and pupils enjoy investigating by themselves.
- Behaviour and safety are good and pupils, parents and staff share this view.
- Pupils enjoy coming to school. They feel safe and are well educated about how to keep safe.
- All leaders and governors know their school well. Their evaluation of the school's overall performance is robust and accurate, and is used effectively to support improvements in pupils' achievement and in the quality of teaching.
- Governors play a very active and skilful role in challenging the school.
- The good curriculum has a positive effect on pupils' strong spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Some teachers unnecessarily spend too much time explaining activities, which slows pupils' learning.
- Marking across the school too frequently does not support pupils in telling them how they could improve their work or why they are making mistakes.
- The skills of the better teachers are not regularly shared to help improve the overall quality of teaching across the school.
- Information about pupils' attainment and progress is not always used effectively enough to improve the quality of teaching.
- Although teachers know pupils well, they do not always set activities to meet the needs of the different abilities in the class.

## Information about this inspection

- Inspectors observed learning in 13 lessons in all classes. Some of these lessons were observed jointly with the headteacher. Inspectors observed a wide range of subjects including literacy, numeracy, history, physical education and religious education. Inspectors also joined an assembly which was delivered by members of the local church.
- Inspectors also discussed with pupils in Years 2 and 6 how they learn to read and listened to some of them reading.
- The inspectors looked at the work in pupils' books to consider achievement and teaching over time. This was undertaken jointly with the headteacher.
- Fifty-seven parents responded to the online questionnaire (Parent View). Their views were considered by the inspectors alongside 16 responses from a staff questionnaire.
- Inspectors spoke to pupils as well as staff, senior leaders, members of the governing body, representatives of the local authority and school improvement partners.
- A number of documents were studied, including the school's evaluations of its performance, the school development plan, external evaluations, policies, information about pupils' progress, performance management files and case studies. Documents relating to safeguarding, behaviour and attendance were also analysed.

## Inspection team

Joanna Sharpe, Lead inspector

Additional Inspector

Sally Hicks

Additional Inspector

## Full report

### Information about this school

- This is a slightly smaller-than-average primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils who are supported through school action plus or with a statement of special educational needs is lower than average.
- The proportion of pupils known to be eligible for the pupil premium is lower than that found in most schools. The pupil premium is extra funding for pupils who are known to be eligible for free school meals, children who are looked after by the local authority and children of families in the services.
- Two pupils with a statement of special educational needs attend alternative provision for part of the week, the Autism Partnership and the Longview Behavioural Unit.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the overall quality of teaching so that it is consistently at least good or better by ensuring that:
  - teachers do not spend too much time in lessons unnecessarily explaining activities
  - in lessons, teachers set tasks that always precisely match the needs of pupils' different abilities
  - when marking pupils' work, all teachers inform them how they can improve their work and why they are making mistakes
  - the skills of the better teachers are shared to help to improve the overall quality of teaching even further, information on pupils' attainment and progress is analysed carefully with individual teachers and is used to identify areas for improvement and to plan more precisely tasks that challenge all pupils to make the best possible progress.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with a range of experiences and with skills which are broadly typical for their age. By the time they leave Year 6, pupils' attainment in English and mathematics is usually well above average.
- The standards pupils reach in mathematics are consistently above average. Currently, the proportion of pupils in Year 6 exceeding the progress they are expected to make is twice the existing national average. This is partly due to the skilled support and challenge that teaching assistants provide and the good use teachers make of the interactive whiteboard in lessons.
- Although standards in English dipped slightly in 2012, they were still at or above that of other pupils nationally. Currently, pupils' attainment in reading and writing is much higher than that expected for their age.
- Although good overall, the progress pupils make in English and mathematics across the school is variable, with some year groups making no better than the expected progress and others making outstanding progress.
- Across the school, pupils' reading skills are well above those expected for their age. Pupils achieve standards in the Year 1 phonics check that are well above the national average. Through careful and accurate support systems, such as the Year 6 and Year 2 buddy reading time, pupils' enthusiasm, confidence and skills in reading are good and improving.
- Pupils known to be eligible for the pupil premium make similar progress to their peers. There are so few pupils known to be in receipt of free school meals that no comparison in their overall attainment can be reliably made with other pupils in the school.
- Pupils with special educational needs broadly make good progress, although numbers are small and progress is uneven across the school. These pupils have made particular improvements in writing. The strong links with the Autism Partnership and Longview Behavioural Unit, plus individualised programmes and good support, enable these pupils to make good progress.

### The quality of teaching is good

- Teachers are skilled in developing excellent relationships and attitudes to learning within the classroom. This ensures that even the youngest children are skilled at working together and valuing each other. Children in the Reception class worked very well together in an outstanding dance lesson, where as a whole class they danced the life cycle of a frog.
- Questioning is used well by teachers to challenge pupils and make them think even harder. In an outstanding religious education lesson, pupils debated difficult questions that they set themselves, such as: 'Some people think God created the Big Bang to create the Earth, some people think the Big Bang created God.' Questions were prompted by sensitive and timely input from the teacher.
- Pupils are encouraged to become independent thinkers across the school. In an outstanding lesson in Year 5, pupils enthusiastically researched Boggle Hole on information technology equipment (iPads) to find out more following their visit.
- Many teachers listen carefully to what pupils have to say and give them the confidence to express their opinion and thinking, such as in a Year 1 literacy lesson. The teachers gave the pupils time, without interruption, to explain themselves fully and responded appropriately to support learning even further.
- Some teachers unnecessarily spend too much time explaining things. This means pupils do not have time to express their own thoughts, ask questions or think about the task set. This slows down their progress.
- Teachers know their pupils extremely well and this was used effectively in a Year 3 mathematics lesson on fractions. However, at times teachers do not use this knowledge to set activities that

are appropriate to the different abilities within the class. On occasion, all pupils tackle the same task at the same level. This means more-able pupils spend too much time doing work that is too easy and less-able pupils do not always fully understand the task.

- In lessons, progress is encouraged by teachers telling pupils how they can improve their work and pointing out why they are making mistakes. However, this is not consistently seen in marked books when the piece of work has been completed.

### **The behaviour and safety of pupils are good**

- Relationships in the school are very good and are a strength of the school. Year 6 pupils comment that the buddy reading works well because younger pupils trust them.
- All pupils enjoy talking about how much they like their school and the people who they share it with. Pupils confidently approached visiting inspectors and enjoyed sharing stories and events in their lives.
- As they move around the school, pupils are orderly and considerate.
- Pupils say they feel safe and are very aware of how to keep safe. A footpath runs through the school grounds and all pupils are aware of the implications of this and know that they should not speak to or approach strangers. They are aware of safety issues when using technology and at other times, such as when working by the school pond.
- Some pupils have very individualised behavioural needs and these are supported well through excellent partnership work, at times with outside additional provision. This demonstrates the school's ethos of equality of opportunity for all.
- Pupils are aware of the different ways that bullying may present itself. However, they say it is rare and that adults support them so that any form of discrimination is quickly and effectively dealt with.
- Attendance is consistently above average.
- Low-level disruption in classes, although uncommon, is the reason why behaviour is judged to be good overall rather than outstanding.
- Of the pupils, staff and parents that responded to questions about behaviour in the school, all pupils, all staff and the vast majority of parents consider that behaviour is good.

### **The leadership and management are good**

- All leaders and governors share high expectations and work tirelessly to achieve the good standards that have been reached. The determination to make the school even better is communicated to and shared wholeheartedly with all adults within the school.
  - Leaders' view of the school's overall performance is accurate. All leaders and governors, including subject leaders, play a very active part in compiling the school development plan, which identifies aspects of the school's work that need improvement.
  - The school shows it is capable of continuing to improve because it accurately identifies and improves teaching and any dips in pupils' attainment and progress. The local authority also considers the school is capable of managing its own improvement and, therefore, offers support on an occasional basis.
  - The good curriculum helps to support and strengthen even further pupils' spiritual, moral, social and cultural development. Pupils learn about and value the religious beliefs of others and visits to different places of worship enhance this learning. Visitors, such as the author and illustrator Alexis Deacon, help promote the extremely high quality artwork that is produced in school.
  - Good partnership work with other schools supports improvement in the quality of teaching. Some teachers have outstanding teaching skills. However, these skills are not sufficiently shared to help improve the performance of other teachers.
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- The detailed information about pupils' attainment and progress is not always well used or shared with teachers to set targets and help them focus on improving their teaching.
  - **The governance of the school:**
    - The governing body ensures that all safeguarding requirements are met, both on- and off-site. Governors know the school very well. They pay careful attention to information from a range of sources, which informs them about pupils' attainment and progress. Governors are very aware of the strengths in teaching, but also that some improvements are needed in order to make teaching outstanding. They set challenging targets for the headteacher through robust performance management. Governors carefully manage the very small amount of pupil premium funding to support the pupils that are entitled to it. The funding has been well used to involve parents who are sometimes reluctant to engage with the school, which has enhanced their children's achievement.
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## 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

<b>Unique reference number</b>	107313
<b>Local authority</b>	Bradford
<b>Inspection number</b>	412073

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kelvin Newbury
<b>Headteacher</b>	Julie Speight
<b>Date of previous school inspection</b>	10 June 2008
<b>Telephone number</b>	01943 862739
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