

Burneston Church of England Voluntary Aided Primary School

Burneston, Bedale, North Yorkshire, DL8 2HX

Inspection dates 10-11 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Not enough pupils are making fast enough progress from their starting points in mathematics and writing.
- Teaching in some year groups has not been good enough, over time, to help pupils make the progress of which they are capable.
- Some teachers do not always use information about pupils' progress well enough in order to provide pupils with activities that will enable them to move forward in their learning.
- Teachers' expectations of what pupils can achieve are not always high enough and, at these times, pupils' progress requires improvement.
- Leadership is not yet having enough impact on standards or on the rates of progress that pupils make.
- School policies designed to improve the quality of teaching have not always been implemented consistently, and have had only limited impact in some areas.

The school has the following strengths

- Children in the Early Years Foundation Stage are now making good progress.
- Pupils' progress in reading is good.
- Teaching in some classes is consistently good.
- Teaching assistants are highly effective.
- The school is a caring and happy place. Pupils' behaviour is good and they feel safe. Pupils display high levels of courtesy and respect for each other.
- Pupils benefit from a wide range of after-school activities and interesting themes and visits while at school.
- The determination and strength of the headteacher is having a positive impact on the quality of teaching and on pupils' progress. As a result of her focus and leadership, the performance of teachers is challenged effectively, and the school is improving rapidly.
- Governors are effective in supporting and challenging the performance of the school.

Information about this inspection

- The inspector held meetings with senior staff, groups of pupils, members of the governing body, and a representative from the local authority.
- The inspector looked at a range of evidence including: the school's improvement plan; the school's own view of its performance ; the school's data for tracking pupils' progress; the work pupils were doing in their books; the school's documentation relating to safeguarding.
- The inspector observed teaching in 12 lessons and parts of lessons and listened to pupils read from different year groups. He observed assembly, playtime, and small group work.
- The inspector conducted a joint lesson observation with the headteacher.
- The inspector took into account the responses to the school's own surveys. There were 38 responses from parents to the online questionnaire (Parent View). He also took into account responses from the staff questionnaire.

Inspection team

Michael Wardle, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school. It has four mixed-age classes.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium is low. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- In 2012, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Significant staffing turbulence in recent times has affected two of the four classes. Since the time of the previous inspection, there have been significant changes to the leadership of the school, including the appointment of a new headteacher and a new deputy headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better across the school by:
 - ensuring that work is specifically planned and matched to the needs and abilities of all pupils, especially more-able pupils
 - ensuring that all teachers have sufficiently high expectations of pupils
 - providing pupils with more opportunities to develop their writing and mathematical skills in a wide range of different subjects
 - refining pupils' understanding of their own progress and ability, through target setting and a more consistent approach to marking.
- Improve leadership and management so that the impact of leaders at all levels on pupils' standards and progress increases by:
 - developing the skills of newly appointed teachers and middle leaders so that they can contribute to the school's actions to accelerate pupils' progress
 - ensuring that whole-school policies designed to improve the quality of teaching are implemented consistently.

Inspection judgements

The achievement of pupils

requires improvement

- As pupils move up through the school, the progress they make varies. Pupils' progress in mathematics and writing requires improvement.
- Achievement in all subjects, including English and mathematics varies from class to class. Opportunities for pupils to develop their writing and mathematical skills in different subjects are sometimes missed.
- Progress from Year 1 to Year 6 is variable across the school because of the differences in the quality of teaching. Pupils' rates of progress accelerate in Year 6 due to good teaching. By the end of Year 6, many pupils are now making the progress expected of them. Progress is faster and attainment in reading is stronger than that in writing and mathematics. More-able pupils are not stretched enough to improve their attainment sufficiently.
- Standards at the end of Year 6 have fluctuated over time. School data and inspection evidence show that the current Year 6 pupils are on track to achieve standards which are at or above national averages in several key measures, for example, the proportion reaching expected standards in English and mathematics in Year 6. The achievement of pupils is improving due to the improvements in the quality of teaching. Inspection evidence confirms that pupils in more year groups throughout the school are making good progress currently than during the past three years. For example, the rate of children's progress in the Early Years Foundation Stage is improving and is now good.
- Children enter the Reception Year with skills and abilities that are typical for their age. Generally, their understanding of basic mathematics is above that which is typical nationally. They make gains in their learning so that, by the time they start Year 1, an increasing number are above the national average. Their knowledge of the sounds that letters make (phonics) is good.
- The standards attained and the progress made by the few pupils who receive support funded by the pupil premium is variable. Some make good progress and attain as well as other pupils in school in English and mathematics. For these pupils, the gap between their performance and those of others who received this support is closing. Progress for some other pupils in these groups requires improvement and the standards they reach are not high enough.
- The school is committed to providing every pupil with equality of opportunity to achieve at the highest level possible. Pupils with special educational needs are cared for well. They progress at a rate similar to their peers. The extra help they receive is now beginning to have an impact and their progress is accelerating. Similarly, disabled pupils make similar rates of progress to others in school.

The quality of teaching

requires improvement

- Although teaching is improving, it is still judged to require improvement because the quality of teaching is too variable across the school. In some classes, teachers do not have high enough expectations of pupils. Here, teachers do not always plan their lessons to make sure all pupils are given work that gets the best out of them.
- Lessons are not always matched to the needs and abilities of all pupils, particularly the more able pupils. The use of the school's information about the progress pupils make is not used well enough to help plan and deliver lessons in some classrooms.
- Sometimes, the targets which pupils are working towards are not fully understood by the pupils themselves. Marking, although good in some classes, is inconsistent throughout the school.
- The systems teachers use for tracking pupils' performance and checking the impact of any strategies to help them improve their progress, are not fully embedded.
- Although teaching is variable, in some classrooms teaching is good. This is having a positive impact on pupils' progress and achievement. Here, teachers give pupils good opportunities to

learn. They ensure that the pace of learning is matched to the pupils' needs, and check pupils' understanding throughout the lesson. They use interesting teaching methods which spark the imagination of the pupils. Marking in these classrooms is thorough, and helps pupils see the next steps in their learning.

- In the Reception class, children have access to a wide range of interesting activities. Together with teaching assistants, the teachers ensure that the children are motivated, and focused on exploring new learning. For example, teachers planned activities that excited children about the different coloured ice-blocks in 'Antarctica'.
- In a Year 6 literacy lesson, the teacher had high expectations of the class and ensured that the language he used widened pupils' vocabulary. Knitting together drama, different styles of writing, and developing their understanding of monologues and soliloquy, pupils made excellent progress. The more able pupils were also challenged in this lesson, although this does not happen consistently in all classes.
- There are very positive relationships between pupils and staff, and this helps create a climate where learning is enjoyable. Pupils whose circumstances may make them vulnerable, such as some pupils with special educational needs and those who receive support from the pupil premium, are cared for well.

The behaviour and safety of pupils are good

- Pupils behave very well. Around school, they are courteous and considerate. They are polite to staff and visitors. In lessons, they show positive attitudes to the teacher, their work and to each other. This makes a very strong contribution to the friendly and welcoming atmosphere and Christian ethos which permeates the school. Pupils' focus on learning is also having a positive impact on their progress.
- Most parents agree that pupils are well behaved, and that the school keeps their children safe. Pupils understand the dangers of water, fire and roads. For example, those involved in the 'Outdoor Kids Club' spend time outside developing their understanding of safety when lighting fires or building dens.
- Pupils understand different forms of bullying, including prejudice-based bullying and cyber-bullying. They have few concerns about these as they know that any issues will be dealt with swiftly by staff.
- Pupils have a good understanding of the difference between right and wrong, and are often given the opportunity to reflect upon their friendships, opinions, behaviour and beliefs. For example, in assembly during the inspection, the headteacher talked about trust, and pupils were given the opportunity to reflect on this.
- As a result of developing pupils' understanding of their behaviour and its impact on others, pupils who sometimes struggle to behave improve this aspect of their learning over their time at school. As a consequence, exclusions are very low. Pupils arrive at school and to lessons on time, and attend school regularly.

The leadership and management requires improvement

- The school's leaders are beginning to secure improvements in the achievement pupils make and in the quality of teaching. However, overall it is still judged to require improvement because leadership at all levels has not yet produced consistently good teaching over time or good achievement overall.
- The structure and functions of middle leaders is in a state of flux, although new staff have been appointed for the new school year. School leaders are aware that there is a need to develop the skills of newly appointed teachers and middle leaders so that they can contribute to the school's actions to accelerate pupils' progress.
- However, the leadership of the headteacher, deputy headteacher and governing body is strong. The school is improving as a result of their decisive leadership. They show strength and

determination to improve provision for the good of the pupils in their care. Many parents talk with the greatest of confidence about the headteacher, and how well the school is moving forward.

- Checks on teachers' performance by the headteacher are regular and focused on the quality of pupils' learning. Where weaknesses are identified, feedback is given to individuals and good support is provided. Inspection evidence confirms that this system has had a positive impact, and the quality of teaching is improving as a result. School leaders have used performance management and the appraisal process effectively to challenge areas of underperformance.
- The school has an accurate view of its own performance and plans put in place aimed at improving the progress of individual pupils and year groups are well focused. However, whole-school policies designed to improve the quality of teaching are not implemented consistently.
- The curriculum is rich and varied. In school, interesting and useful topics such as rain forests, healthy lifestyles, and world music sustain pupils' interest. The wide range of extra opportunities such as the multi-sports club, arts and science days, and the London trip which pupils were so excited about, make the school a fun place to be. The school provides well for the spiritual, moral, social and cultural development of pupils. The impact of the formal curriculum on pupils' literacy and mathematics skills is not secure, however, because pupils do not use these skills across a range of subjects.
- Parents have a very positive view of the school. Most are very happy with the care and support provided by for their children.
- The school's procedures for checking that pupils are safe are in line with those expected.
- The local authority provides appropriate support to the school.
- The school's ability to carry on making improvements is good. The track record of the headteacher and her leadership team in raising standards, and the way in which the quality of teaching is checked, is strong.
- **The governance of the school:**
 - The governing body is committed to supporting the school's further improvement. Governors have an accurate understanding of the strengths of the school, and they know that achievement and the quality of teaching require improvement. They have used performance management to support and challenge staff, and understand the link between performance and pay. They have a good understanding of the progress the pupils are making compared to those nationally, including those who are known to be eligible for the pupil premium. Governors are well placed to continue to support both the headteacher and the improvement 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	121619
Local authority	North Yorkshire
Inspection number	412591

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	J Dyer
Headteacher	J Plummer
Date of previous school inspection	10 June 2009
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