

# Burton Green CofE Primary School

Hob Lane, Burton Green, Kenilworth, CV8 1QB

**Inspection dates** 25–26 February 2014

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

- Children in the Early Years Foundation Stage are taught well and, as a result, make a good start to their learning.
- Between Years 1 and 6, pupils make good progress from their previous starting points. By the end of Year 6, attainment is above average, particularly at the higher levels in writing and mathematics.
- Teaching is at least good, and some is outstanding, especially in the upper part of Key Stage 2. Teachers expect the best from their pupils. They provide challenging work for all abilities, including the most able.
- Pupils behave well and are kept safe. They are very well mannered, caring and considerate. They are rightly proud to be members of their school.
- The headteacher and senior leaders have created a climate for continually improving the quality of teaching and raising pupils' achievement.
- The headteacher inspires the school staff and pupils to develop all aspects of their lives through a highly motivating range of social, moral and spiritual activities.
- The governing body knows the school well and actively supports and challenges it to improve further.

### It is not yet an outstanding school because

- Teachers do not consistently give pupils the time to act upon the advice given from marking of their work so that their learning improves.
- Some subject leaders and responsibility holders are relatively new in post and they are not yet having the full impact on teaching and learning intended.
- There are not enough opportunities for pupils to gain an understanding of the cultural diversity of the United Kingdom.

## Information about this inspection

- The inspector observed seven lessons, and carried out shorter observations of classroom activities – all jointly with the headteacher.
- The inspector visited an assembly, listened to pupils read looked at their books and discussed the work they have been doing in class.
- The inspector spoke formally with one group of pupils and informally with others during work and play.
- Discussions were held with school leaders, including subject leaders, four members of the governing body and a representative of the local authority.
- The inspector observed the work of the school and reviewed various documents, including: the school's own view of its effectiveness, its tracking of pupils' progress and records of appraisals of staff performance. He also considered documents relating to safeguarding, school development planning and pupils' behaviour and attendance.
- There were 24 responses to the online questionnaire (Parent View) which the inspector took into account. He also spoke with a number of parents informally.
- The 12 responses to the staff questionnaire were also considered.

## Inspection team

Terrance Mortimer, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is much smaller than the average-sized primary school.
- The large majority of the pupils are White British. A small minority come from mainly Indian or White and Asian backgrounds. Very few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium, which is extra government funding for particular groups, including pupils known to be eligible for free school meals and looked after children, is well below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average and the proportion supported at school action plus or with a statement of special educational needs is average.
- The school is in the final stages of a consultation for proposed federation with All Saints C of E Primary School.
- There have been several changes to staffing since the previous inspection, including the appointment of a new acting headteacher in September 2013. This is the substantive headteacher of the other school in the proposed federation, who is also a Local Leader in Education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and after-school clubs each day.

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

- Raise the overall quality of teaching from good to outstanding to drive progress at an even faster pace, by:
  - sharing the outstanding practice in teaching and learning that already exists in the school and in its partner school so all staff are equally effective
  - ensuring that when teachers mark pupils' work they make clear how pupils can improve it and give them the time to do so.
- Improve the effectiveness of leadership and management and its impact on achievement by:
  - enabling subject leaders across the proposed federation to work together in order to develop shared expertise in analysing and evaluating teaching and learning.
- Create more opportunities through the curriculum to prepare pupils for life in the culturally diverse society of the United Kingdom.

## Inspection judgements

### The achievement of pupils is good

- The current attainment of pupils in Year 6 shows improvement over 2013 and is above average. The school's progress information and inspection observations show that pupils are making good progress in Key Stage 1 and Key Stage 2. Many pupils write confidently, read well and are developing a secure understanding of the skills required to succeed in English and mathematics, especially the more able. Progress is accelerating rapidly in all subjects especially in Years 5 and 6.
- The acting headteacher has made sure that teachers' assessments of the standards pupils reach in Year 2 are accurate through rigorous checking so that pupils enter Key Stage 2 with prior attainment accurately assessed at the correct levels. This practice has had a positive impact on accelerating the progress of pupils in Year 3 because teachers have a more accurate understanding of pupils' starting points on entry to Key Stage 2 and aim to speed pupils' progress from that point.
- In Year 6 in 2013 pupils made good progress across Key Stage 2 in mathematics and writing, but lagged a little behind in reading. The school's own reliable progress data show that the current Year 6 pupils have made at least good progress and often better in all subjects from the end of Year 4 and their attainment is rising further.
- Current school data show that progress in reading is now as good as in writing and mathematics. This is mainly due to the sharp school focus, since September 2013, on improving pupils' reading skills. Recent improvements are evident in both the teaching of letters and the sounds they make (phonics). In the national phonics screening check for Year 1 pupils in 2013, results were well ahead of the national average.
- Children begin Reception with skills and understanding that are well below those typically expected for their age. Learning and progress in the Early Years Foundation Stage is good, so that by the time they enter Key Stage 1, standards are broadly in line with those expected in most areas of learning, though below in language skills. Children show good skills in recognising numbers and patterns.
- Pupils develop good mathematical knowledge and skills, and there are many opportunities to use and apply these skills systematically across the curriculum. For example, in a Year 6 science lesson, pupils used their mathematical skills to estimate distances accurately when testing sight and percentages of the class with different levels of colour blindness.
- Disabled pupils and those who have special educational needs make similar progress to that of their classmates. Current school data show that, where there is a gap between the attainment of these pupils and that of others, it is narrowing quickly.
- There were no pupils who were supported through pupil premium funding in 2013 in Year 6. The data for those in the rest of the school show that they make good progress. They are attaining as well as their peers. This is due to the high-quality targeted support given to them by teachers and teaching assistants during lessons.

### The quality of teaching is good

- Teaching is good overall and, as a result, pupils achieve well. There is some outstanding

teaching, especially in Years 4, 5 and 6. The vast majority of parents and pupils say that teaching is good.

- Teaching in the Early Years Foundation Stage is consistently good. Staff provide the children with challenging vocabulary that is new to them to develop their skills. For example, in a lesson to develop their language skills, children were asked to remember the name of a person who studied dinosaurs. More than one child was keen to give the answer, 'palaeontologist'. This delighted the teacher and was the source of further discussion which led on to tasks of where to 'find their dinosaurs' in pre-designated places and to use the language of position when they found them. As a result, children used language correctly – such as, 'in front', 'behind', 'under' and 'over'.
- The teaching of phonics is good in the Early Years Foundation Stage and Key Stage 1 and is evident throughout the school. This is the result of the specific focus given to the teaching of phonics and because staff build on the good start pupils are given when developing early language skills. This focus also contributes to the improvement in pupils' reading and writing.
- All teachers expect the best from their pupils and pupils of all abilities are stretched and challenged in their learning – including the most able. This was seen, for example, in a Year 6 English lesson where pupils used persuasive language to create a balanced argument for the use of redundancy money to buy a boat and sail on an adventure.
- Teachers have a clear understanding of what pupils already know and can do and what they have or have not grasped in lessons. This helps them to challenge pupils to rapidly take their learning forward.
- A strong focus is placed on making sure pupils are given opportunities to apply their mathematical skills in a range of contexts. Pupils enjoy this subject because work is always testing and challenging and they rise to the challenge set them. This was seen, for example, in a Year 4/5 lesson where pupils, especially the more able, after working through the set tasks of using inverse operations to check their addition of decimals, were then challenged to solve a 'magic square'. This involved them applying their knowledge in calculations and their mental arithmetical skills. During the inspection, pupils in the class were continually trying to solve this problem during their lunch and break times.
- Literacy and communication skills are taught especially well across the curriculum. In a Year 6 science lesson, pupils confidently spoke and wrote using the intricate vocabulary of 'sight'. The reading of both fiction and non-fiction books is a focus throughout school.
- Pupils' work is always marked, up to date and encouraging. Some comments that teachers give make it very clear to pupils what it is that they need to do to improve. However, this is not always the case. Some pupils are not always given the time to look back over their work to consider teachers' advice and to respond to it. Consequently, this restricts how well their work improves.
- A wide variety of types of extra help is well led and managed by teaching assistants. Pupils' learning, including for disabled pupils and those who have special educational needs and those supported through the pupil premium, is often enhanced through their timely and skilled support.

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

- The behaviour of pupils is good. Pupils are almost always fully absorbed in their learning. Occasionally, a few find it hard to attempt work that is challenging without encouragement and adult support. This can slow their learning as seen in a lesson where a small number of pupils chose to wait until an adult came to them rather than have a go and then check to see if their work was correct.
- In lessons, pupils behave well. This reflects teachers' consistently good behaviour management and pupils' positive attitudes. Pupils show interest in their work, try hard and concentrate well. In discussions, they show they are growing in confidence and are beginning to put forward their ideas and pose questions.
- Pupils are very polite and courteous to visitors and when moving round the school are very aware of others. All staff say it is a pleasure to work with such polite and cheerful children.
- All pupils are extremely caring and considerate. Older pupils and younger pupils enjoy each other's company. In the playground, Year 6 pupils take it in turns to play with Early Years Foundation Stage and Year 1 pupils in a separate area. They are also 'buddies' to the younger children during their first year in school.
- Pupils' behaviour reflects the inclusive and caring set of values in the school. These are visible in the value and respect pupils freely give to each other. When asked what they liked about the school, they replied, 'It is a fun place to learn and the teachers help you.' Pupils, parents and staff all recognise that behaviour is good.
- The school's work to keep pupils safe and secure is good. Leaders make sure that the building is fully secure and staff are rigorously checked for their suitability. Pupils are made aware of all forms of bullying and say that it is rare. All pupils spoken to have a very good knowledge of e-safety. Pupils know what to do if there is a problem and confidently say that it would be dealt with fairly and quickly. As a result, pupils feel extremely safe.
- Pupils respect their school and classrooms and are proud of them. Parents say that the school is approachable and listens to them and that the school is a very safe place.
- Attendance is above average and pupils arrive to school on time.

**The leadership and management are good**

- The acting headteacher has carried out a rigorous analysis of the school's performance and is very aware of its strengths and of the areas needing development. Most notably, she has tackled underperformance in teaching so that the quality has risen to good, especially in the Early Years Foundation Stage.
- The senior leaders use the wide range of information that they gather on the performance of pupils to ensure that they quickly identify any pupil who falls behind. Consequently, action is rapidly taken to accelerate the learning and progress of such individuals.
- The leadership of teaching is good. Training has improved the quality of the teaching of phonics across the school. This is helping to speed up pupils' progress in both reading and writing.
- Arrangements to manage the performance of staff ensure that staff are held to account for

pupils' progress. Decisions about teachers' salaries are properly based on pupils' achievement and the progress of individuals and groups.

- The school's self-evaluation is accurate. Plans for improvement are thorough focusing on appropriate priorities, clear stages of how success will be achieved, who will be responsible and how progress will be monitored and evaluated.
- There is a new leadership structure with subject leaders who are increasingly taking on more work, although they are not yet fully involved in developing teaching in their areas. They track pupils' progress closely but have not yet started to observe lessons and the different types of extra support that pupils receive. There are missed opportunities to improve teachers' skills even further by sharing the expertise demonstrated in the school and in its partner school.
- The curriculum is adapted for all ages and abilities. Homework projects often result in pupils producing extraordinarily impressive pieces of work – as seen on the topic of Australia.
- The curriculum and the school's values underpin provision for spiritual, moral, social and cultural development. The impact is seen in the inclusive atmosphere of the school and support for pupils at risk of not doing well. Pupils enjoy visits, such as to the BBC weather team and a range of trips, including a residential trip to France shared with its partner school. The school has links to a school in Kenya enhancing pupils' international understanding. However, pupils have few opportunities to gain an understanding of life today in the United Kingdom's culturally diverse society.
- Specialist sports coaches, funded from the primary school sports funding, work alongside teachers to increase their skills in delivering physical education and encourage pupils' healthy lifestyles. This helps to provide a wide range of after-school activities and a before-school dance class. School also runs a breakfast club which makes a positive contribution to the care of its pupils.
- The local authority has supported the school appropriately. The school is part of the Green Leek partnership and in the throes of consultation to become a federation. It benefits from sharing training and good practice on areas of achievement and school life.
- Pupil premium funding is used effectively for eligible pupils. Its impact is carefully monitored and eligible pupils are making good and, sometimes, outstanding progress. The school is strongly committed to ensuring equal opportunity for all pupils.
- Staff responding to the staff questionnaire are unanimous in their praise of the school leadership and the positive impact on the pupils' achievement. One teacher wrote in the staff questionnaire, 'I look forward to coming to school every day. It is a pleasure to work with excellent leadership, extremely supportive staff and children who are enthusiastic and willing learners.'
- Parents spoken to and those responding to Parent View were equally positive about the leadership of the school and all would recommend the school to others.
- **The governance of the school:**
  - The governing body provides good support and a strong challenge to leaders to ensure the school performs well. Governors work closely with the acting headteacher to develop a strong set of values across the school and further strengthen the good quality of education provided.
  - Governors' commitment and involvement, along with their good understanding of the school's performance from analysis of data, help them to ensure that school funds are directed where

they are needed most. The budget is well managed. Governors ensure the pupil premium and primary school sports funding are used for whom they are intended and are having a positive impact on pupils' standards and development of healthier lifestyles. They are able to compare, accurately, the achievement of different groups of pupils.

- The headteacher's performance is reviewed thoroughly as is the management of the performance of all staff to help them to improve. Governors make sure that staff are rewarded according to their success in enabling pupils to make good progress and achieve well. Where staff are not making the required improvements in their work, the governors have fully supported the headteacher in taking swift action to resolve the situation.
- Governors undertake regular training to help them fulfil their roles and ensure financial resources are managed well.
- Statutory duties are met. Working with the headteacher, the governing body ensures all safeguarding requirements are met, especially in child protection training and the checking of staff before they work in 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

<b>Unique reference number</b>	125659
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	431532

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>	97
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Thea Gibbs
<b>Headteacher</b>	Sue Patterson (Acting Headteacher)
<b>Date of previous school inspection</b>	16 June 2009
<b>Telephone number</b>	02476 464130
<b>Fax number</b>	02476 464130
<b>Email address</b>	admin3143@welearn365.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

