

Burton Morewood Church of England Primary Academy

Main Street, Carnforth, Lancashire, LA6 1ND

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding leadership by the headteacher underpins the pupils' outstanding achievement in their academic and personal development.
- Pupils love learning. The view of one pupil typifies that of others, 'Our school welcomes everyone and especially new people. We have new adventures every day.'
- Pupils make rapid progress and gain high standards in reading, writing and mathematics. Pupils with disabilities and special educational needs, and also the most able, make rapid progress and their achievement is outstanding.
- A good foundation for learning laid in the Early Years Foundation Stage builds children's knowledge and skills well. Learning outdoors however is not as effective and so aspects of their creative development are held back.
- Teaching is of the highest quality. It is never less than good. Lessons inspire pupils to learn and promote their creativity.
- An excellent curriculum enables pupils to achieve well in a variety of subjects including music, sport and history. A wide range of clubs, visits and visitors enrich learning.
- A major strength of the school is the pupils' excellent spiritual, social, moral and cultural development. The school's high standard of care and expectations of conduct and effort foster in pupils a pride in themselves and in the academy.
- Behaviour is outstanding. Pupils form excellent relationships with each other and are polite and very respectful to others. Pupils feel safe and secure.
- Partnerships with other schools and with higher education centres, makes an outstanding contribution to pupils' education. The involvement of student teachers adds enormously to the quality of learning for pupils as well the professional development of staff.
- Parents value the education the school provides and work in close partnership with it.
- Staff morale is very high. Everyone is unstinting in their commitment to the academy and is constantly seeking ways of bettering their professional skills.
- The school is very well placed to continue to thrive in future because of the excellent leadership and management, the totally supportive staff and a strong governing body.

Information about this inspection

- The inspection team observed 12 lessons and part lessons.
- Many aspects of the academy's work were evaluated, including the support for pupils who need extra help. Inspectors listened to pupils read and conducted discussions with pupils to establish their views of the academy. Inspectors examined pupils' work in their exercise books and that displayed in classrooms and around the academy.
- The inspectors looked at a range of documents. These included: records of notable incidents including bullying; the tracking of individual pupils' progress; the academy's plan for improvement; the use of additional funding for supporting pupils known to be eligible for free school meals; the impact of the primary school sports fund; safeguarding and child-protection arrangements; and pupils' attendance records.
- Inspectors held meetings with the headteacher, deputy headteacher and assistant headteacher to evaluate their impact on the pupils' achievement.
- Meetings were held with the middle leadership team, the manager of provision for pupils who are disabled or have special educational needs and the leader of the Early Years Foundation Stage. The views of teaching assistants were ascertained by meeting them during the second day of the inspection. A discussion was held with six governors and with a school's direct tutor from Cumbria University.
- Inspectors evaluated the overall views of parents. A meeting open to any parent was conducted with 12 parents on the second morning of the inspection. An evaluation was also made of the 42 responses to the online questionnaire, Parent View, and of 32 letters sent to the inspectors because the Parent View could not be accessed by them during the inspection.
- The views of staff were gathered by analysing the views of 24 questionnaires returned by staff and discussions with them during the inspection.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Full report

Information about this school

- Burton Morewood converted to become an academy under the leadership of the current headteacher in October 2011. When its predecessor school, Burton Morewood Church of England Primary School, was last inspected by Ofsted it was judged to be good. It is a smaller-than-average-sized Voluntary Controlled primary school.
- The vast majority of pupils are of White British heritage. The proportion from minority ethnic groups is low.
- The proportion of pupils supported by the pupil premium is low (The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after by the local authority).
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The academy meets the government's current floor standard. This is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The academy has gained a number of awards. These include gaining status as an International school, the Healthy School's Award, the Arts mark Gold award and an Active mark for its provision for sport.
- The school is an integral partner in the The South Lakes Rural Partnership, a group of over 30 schools providing mutual support and staff development. It also works alongside other schools to provide school based training to student teachers in partnership with the University of Cumbria.
- The headteacher is a local leader of education working with schools seeking to improve. This role is supported by three senior leaders in education employed by the school who support individuals and teams in similar positions in other schools.

What does the school need to do to improve further?

- Improve the creative development of children in the Early Years Foundation Stage by encouraging and enabling children to be as creative outside as they are inside.

Inspection judgements

The achievement of pupils is outstanding

- By the end of Year 6, pupils grow into confident and articulate young people very well prepared for future life. The progress of the large majority of pupils is rapid and exceeds expectations in reading, writing and mathematics. Pupils also learn exceptionally well in aspects of sport, music and history and develop an advanced understanding for their age of global issues.
- A good start in the Early Years Foundation Stage enables children to make good progress developing their skills in speaking and listening, early writing, reading and mathematics. By the start of Year 1 most children reach good levels of development for their age with a good proportion exceeding them. However, opportunities for children to learn outside the classroom are not as plentiful or inspiring as they are inside the classroom. Hence their creative development lags behind other aspects of their development.
- In Key Stage 1, progress is good and accelerates to rapid in Year 2. By Year 2, standards are typically above average although they vary slightly from year to year according to the nature of each Year group. By the end of Year 1, a high proportion of pupils reach the standards expected for their age in the national screening for phonics (the sounds that letters make).
- In Key Stage 2, progress continues at a rapid rate. The 2013 results at Year 6 were significantly above average and robust data held by the academy, supported by reviews of pupils' work, indicate that standards this year are even higher.
- The academy very successfully achieves its aim of meeting the needs of all pupils and ensuring equality for all. The most able pupils achieve exceptionally well. The proportion of pupils exceeding the nationally expected levels for pupils of their age is rapidly increasing. During the inspection, unpublished results show that a high proportion of Year 6 pupils gained the highest standard of Level 6 in mathematics and in English, grammar, spelling and punctuation in the 2014 tests.
- Pupils with disabilities and special educational needs receive high-quality support. This ensures that the pupils make good, and often exceptional, progress towards their personal and academic targets.
- The very small minority of pupils who are eligible for pupil premium funding, including those entitled to free school meals, make progress at the same rapid rate as others. Teachers are very well aware of their differing needs and track their progress carefully. The small numbers make statistical comparisons unreliable but evidence indicates that the attainment gap between these pupils and others is not significant.

The quality of teaching is outstanding

- Staff set an excellent example to their pupils by modelling very good relationships and setting high aspirations for achievement. Teachers and teaching assistants unite in their determination to do the very best for the pupils. Everyone gives 100% to the pupils. Much time is given voluntarily, for example to run after-school clubs and to prepare events such as musical concerts.
- The academy's responsibility for training teachers through the School Direct scheme adds a very positive dimension to pupils' learning. They get the experience of different adults working with them and benefit from their teachers and teaching assistants developing their own skills as part of the process of mentoring the trainees.
- Much of the teaching across the whole academy promotes excellent learning. This enables all pupils including pupils with disabilities and special educational needs and those known to be eligible for additional funding through pupil premium to make rapid progress.
- Across the academy, precise guidance for pupils in lessons enables them to understand exactly what is expected from them. This encourages them to work quickly and with very little time wasted. Their learning activities are closely matched to the ability of pupils because staff

regularly check on their attainment, which enables them to tailor work to meet individual needs. Pupils have a very well developed understanding of their personal and academic targets, which motivates them to reach them.

- Children in the Early Years Foundation Stage respond well to the good-quality adult support which develops their speaking, listening, reading, writing and mathematics. While there is provision for learning outdoors, this essential element for learning is under developed and holds back aspects of their development, in particular their confidence to explore and be creative.
- The approach to teaching literacy skills is very successful, not only in promoting pupils' love of books, but also in developing very competent writers. Pupils grow to love books and benefit from regular opportunities to read, with adult support, in lessons. Any pupil struggling to read gets extra time with staff and skilled volunteer helpers. Pupils are always encouraged to read at home.
- Pupils in Key Stage 2 are benefitting from a sharper focus on developing their grammar, punctuation and spelling and in developing their comprehension skills. At Year 6, this results in good and very well-structured writing. Most pupils apply their excellent standard of writing to high-quality recording in many other subjects, for example history.
- Pupils say they enjoy mathematics. This is because learning is often linked to everyday life, which gives a meaning to their work. Older pupils in Key Stage 2, for example, were engrossed in planning a journey abroad, calculating the value of money in different currencies and costing out flights and creating itineraries using local world times.
- Excellent use of educational visits promotes great enthusiasm for learning amongst pupils. They reported that their experience exploring life as a Victorian worker and as an aristocrat really helped them understand life in those times. Pupils also have regular opportunities to develop their confidence by participating in outdoor adventure activities and by getting involved in a wide range of sporting activities and tournaments.
- Marking is thorough, constructive and helpful in improving pupils' work. Pupils routinely refer to comments made on their work and respond by improving their work the next time they do it.

The behaviour and safety of pupils are outstanding

- The vast majority of parents are unanimous in their opinion that pupils are well behaved. This view is confirmed by the inspection findings. The behaviour of pupils is outstanding. Pupils are immensely proud of the academy and are excellent ambassadors for it.
- Pupils delight in learning and display a thirst for knowledge and a real keenness to learn. They particularly enjoy working together and sharing ideas by debating and evaluating each other's ideas. The view of one pupil sums up their positive view: 'We learn from each other and help each other and help each other out when we get stuck, especially when we do fractions!'
- Pupils feel highly valued and talk warmly of the excellent support they receive from adults. Relationships are exemplary and pupils display enormous empathy and consideration towards others. They demonstrate a mature approach when talking to each other and to adults when expressing their views.
- Pupils play their part in developing the academy. The pupil council has influenced the design of the playground for example. Pupils are full of pride about their great successes in raising funds for charitable causes and in planning and organising different charitable events. Pupils thrive on taking responsibility and are ready to take on even more.
- The academy's work to keep pupils safe and secure is outstanding. Pupils feel safe and can explain why. The well planned talks they receive, for example from Kids Safe and Child Line, gives pupils the confidence and knowledge needed to keep safe. Parents are unanimous in the view that their children are safe in school.
- Pupils say that bullying does not happen and that they cannot remember it ever happening. Records over time confirm this view and the vast majority of parents say the same. Procedures for raising pupils' awareness of bullying gives them a good understanding of the different forms that it can take including cyber bullying, ostracising someone for their looks or culture and

making fun of others for their choices of lifestyle.

- Attendance has seen a rapid increase in the current school year. It is now above average. This is due to the very good quality of support given to individual families and to the parents' cooperation in not booking holidays during term time.

The leadership and management are outstanding

- The headteacher inspires pupils and staff alike and has the utter respect of all connected with the academy. She leads by example, setting herself the highest of standards and expecting the same of others. A steely determination to get the best for the pupils is balanced by enormous care and compassion for everyone and this provokes great loyalty amongst pupils, staff and parents.
- The headteacher has very skilfully recruited extremely able senior leaders to share all aspects of management. They have the skills to sustain the highest levels of achievement and personal development for pupils. The senior leaders are very ably supported by an effective group of middle leaders. They take responsibility for subjects such as literacy, numeracy, science, and computer technology. The provision for pupils with disabilities and special educational needs is very well managed to the benefit of pupils needing additional support.
- Rigorous evaluations of the academy's performance identify precise targets for improvement. These are linked into the management of the performance of staff. Staff say they find the twice yearly meetings to discuss their performance very useful indeed. This is because it enables them to identify their training needs so that they constantly improve and develop their professional skills.
- Excellent partnerships with other schools widen the pool of expertise the academy can draw on to benefit staff and pupils. Very close partnerships with the University of Cumbria contribute to training the next phase of teachers. The school-based training called School Direct, is managed exceptionally well by the academy. The school selects only the highest calibre student teachers who not only get excellent guidance and support, but also offer pupils and staff a wide range of opportunities to extend their knowledge and skills.
- Pupils benefit from an outstanding curriculum which promotes excellent spiritual, social, moral and cultural development. Innovative and imaginative approaches to learning inspire pupils to learn and be excited by the prospect of doing so. A wide range of clubs gives pupils the chance to explore different things beyond standard lessons. These include dance, sport and skiing.
- The engagement with parents is excellent. They are true partners in their children's education with most working with the academy in every way. They receive regular information about their children's progress and are welcome at any time to talk with staff. The website gives a lot of information including the expectations for pupils in reading, writing and mathematics in each class.
- Effective use is made of the primary school sports funding to enable pupils to develop skills in a wider range of sporting experiences. Leading practitioners work with staff and pupils to develop the skills of staff in teaching aspects of sport they are less familiar with, for example, dance.
- **The governance of the school:**
 - The governing body has worked hard to ease the transition to an academy. It has evolved with some newly appointed governors who bring a new perspective and specific skills. An accountant, for example, now contributes to securing the budget and making sure strategic planning occurs efficiently.
 - Governors are very active in visiting the academy to help to understand how well it is doing. They analyse performance data and work with the headteacher to make sure standards are not slipping. Governors develop an objective view of the academy and have good procedures for holding it to account.
 - Finances are effectively managed to give pupils and staff a safe, secure and vibrant school building which is generally well resourced. The value of spending decisions is checked and governors sanction pay progression for staff only when it is proved that their work has added

to the pupils' education.

- The grant for supporting pupils known to be eligible for additional funding through pupil premium is spent wisely to enable pupils in receipt of it to access all parts of the curriculum and to catch up academically if they need to.
- All aspects of health and safety are maintained at the highest standard, including the procedures for safeguarding pupils.

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	137537
Local authority	Cumbria
Inspection number	444313

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	John Long
Headteacher	Sue Woodburn
Date of previous school inspection	Not previously inspected
Telephone number	01524 781627
Fax number	NA
Email address	admin@burtonmorewood.cumbria.sch.uk

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