

Burton Green Primary School

Burton Green, Clifton, York, North Yorkshire, YO30 6JE

Inspection dates 12–13 November 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, middle leaders and governors have high expectations for all pupils. They are driving improvements in teaching strongly, so that most pupils now achieve well.
- Children start school with skills and understanding that are below those expected for their age. They make good progress, and standards are rising and are now average by the end of Year 6.
- Teaching is mostly good and pupils enjoy the many activities in lessons that stimulate their thinking.
- Disabled pupils and those with special educational needs achieve well because adults provide timely challenge and support.
- The early years provision motivates children to learn through imaginative learning opportunities, outdoors and indoors.
- Attendance has risen since the previous inspection. The vast majority of pupils enjoy coming to school, and are well-mannered and welcoming to visitors. Pupils feel safe and behave well.
- Pupils' spiritual, moral, social and cultural development is good. It is promoted effectively through the good relationships in school, and through well-planned visits and activities that build pupils' confidence and develop their personal qualities.
- Parents are pleased with the progress their children make, and feel their views are always taken into account.
- The school is well led by the headteacher. She has developed a team of committed practitioners, who share her aspiration of success for all children. Senior and middle leaders are determined to raise achievement even higher.
- Governors evaluate systematically the performance of the school, through the detailed information they receive.

It is not yet an outstanding school because

- A minority of pupils, especially some of the most able, do not make enough progress in Year 1 and in reading and writing.
- A small minority of pupils' reading skills are not fully developed by the end of Year 6.
- Occasionally, teaching does not check that all pupils' needs are being sufficiently met, and that all pupils are challenged enough.
- The work of teaching assistants in supporting pupils' learning is variable.
- Teachers' marking does not always provide pupils with precise information about how to improve their work and not all pupils respond readily to comments inviting them to improve their work.

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons, of which two were joint observations with the headteacher and deputy headteacher. Inspectors also listened to pupils from Years 2 and 6 read.
- Pupils' work was sampled informally in lessons, and inspectors also looked at Year 2 pupils' literacy and mathematics books in detail.
- Inspectors also reviewed a range of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance and documents pertaining to safeguarding.
- Meetings were held with pupils, governors and school staff, including those with management responsibilities. A discussion also took place with a representative from the local authority.
- There were insufficient responses from parents to the Ofsted online questionnaire (Parent View) for inspectors to access, although inspectors did look at the 54 responses by parents to the school's own questionnaires. In addition, inspectors took account of the views of 22 members of the school's staff through the inspection questionnaires they returned.

Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils (those for whom the pupil premium funding provides support), is well-above average. Pupil premium funding is extra money to support pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who have special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school receives support from the local authority, and is a member of a local cluster of schools.
- Since the previous inspection, there have been changes in staffing and governance, including the appointment of a new chair of governors.
- Increasing numbers of pupils join the school at times other than the beginning of the school year.

What does the school need to do to improve further?

- Accelerate pupils' progress across Key Stage 1 in reading and writing, especially for a minority of the most able learners, by:
 - encouraging even more pupils to talk through their ideas thoroughly, using full sentences and varying their choice of language, before beginning to write
 - ensuring that the teaching of letters and sounds is of a consistently high level so that pupils decode new and unfamiliar words more confidently, and feel secure in using them in their writing
 - taking full advantage of the time allocated for learning journeys to reinforce fully pupils' reading and writing skills
- Improve a minority of pupils' reading skills by the end of Year 6, by:
 - creating more opportunities for adults to listen to pupils read individually, on a daily basis
 - making better use of pupils' reading logs to record more precisely how well their reading skills are developing, and the next steps they need to take.
- Improve the quality of teaching even further, by:
 - ensuring there are more careful checks on pupils' understanding in lessons, so that all are consistently challenged, especially the most able, and learn exceptionally well
 - ensuring there is always regular feedback to pupils about how they can improve their work, and a requirement that they respond accordingly
 - ensuring the work of teaching assistants makes consistently effective contributions to pupils' learning.

Inspection judgements

The leadership and management are good

- The headteacher has high aspirations for all pupils. She is highly respected by parents and by staff. Adults work as a cohesive team and morale is good. The headteacher is ably supported by senior leaders, and by an effective governing body.
- Senior and middle leaders are now fully involved in carrying out regular checks on the quality of teaching and learning. Governors complement this work with regular visits to the school, and by their own judgements of how well it is doing. Performance management of staff is rigorous, and appraisal procedures identify the precise training needs of each individual.
- Training opportunities draw increasingly on the expertise of staff within school and, where needed, local authority personnel and specialist teachers from other schools. The headteacher has the right systems in place to make decisions about teachers' movement up the salary scale, on the basis of robust information about their quality of teaching and its impact on pupils' learning.
- Procedures to gather information about pupils' achievement are used systematically, and successfully, to reduce the challenges that prevent some pupils from learning. As a result, all pupils have an equal opportunity to do well. They include the increasing numbers of pupils who join the school during term time. Gaps in performance between disadvantaged pupils and their peers are closing. In some years, the gaps are slight.
- The curriculum promotes pupils' reading, writing and mathematical skills generally well, although opportunities are sometimes missed to reinforce these skills in the afternoon 'learning journey' experiences.
- Pupils' all round development is further enriched by music, sport and dance. For example, they are excited about participating in the regional 'Rock Challenge' event, and in the 'Young Voices' song festivals in York Minster and the Sheffield Arena. They talk enthusiastically about the animated films they make using digital cameras and the latest computer technology, and about the widening opportunities to take part in different sports such as football, rounders and orienteering. This is because the headteacher is determined that every pupil has the chance to discover and develop hidden talents, as well as appreciating the values that underpin a full, and successful, life in modern Britain.
- The many visitors to school, visits, to York and further afield, incorporate an appreciation of Britain's historical heritage and the customs and traditions of people from different countries. They are the basis for pupils' good spiritual, moral, social and cultural development and prepare them well for life in modern Britain.
- The school makes good use of its pupil premium funding to maximise the achievements of disadvantaged students. The appointment of additional teachers and home/school workers has helped to reduce margins in performance between disadvantaged students and their peers, over time, and is continuing to close gaps throughout the school.
- Safeguarding arrangements meet requirements.
- The local authority knows the school well and provides appropriate support to check the accuracy of teachers' assessments, and the school's judgments about its overall effectiveness.
- **The governance of the school:**
 - There have been changes in the governance of the school since the previous inspection, including the appointment of a new chair of governors. Governors are more confident in requesting specific information about the school's performance, are regular visitors to school, and challenge the headteacher and key leaders about pupils' outcomes and the quality of teaching. They have fully supported the headteacher in tackling, and eradicating, inadequate teaching over time.
 - Governors are rigorous in managing the performance of the headteacher, ensuring annual challenging objectives to improve pupils' achievement. They receive appropriate information about the salaries of all staff and decisions about teachers' applications for promotion. As a result governors have a good understanding of the impact of the management of teachers' performance across the school.
 - The school's work to keep children safe meets statutory requirements, and is kept appropriately under review.
 - Governors carefully check how effectively the school uses its additional pupil and sport premium funding. For example, they have authorised specialist physical education coaching to widen pupils' experiences of different sports, and to improve teachers' confidence in teaching gymnastics.

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

- The behaviour of pupils is good. The vast majority of pupils show respect towards each other, and the adults, during play and lunch times. They are welcoming of visitors and are proud of their school.
- The school's drive to create a community of happy learners is clear for all to see and feel.
- In lessons, most pupils enjoy working together and participate enthusiastically in what staff plan for them to do, for example, creating three-dimensional models of the water cycle during time set aside for their 'learning journeys'. On the very few occasions when activities are insufficiently motivating and challenging, some become less involved and their attention drifts.
- Pupils know of the different types of bullying, particularly racist, homophobic and cyber-bullying. Records show that incidents of inappropriate behaviour are unusual. Any incidents are dealt with effectively and quickly by staff.
- Attendance has risen since the previous inspection and is now average. This is due to the successful work, carried out with individual families, to make parents more aware of the importance of regular attendance in supporting high achievement.

Safety

- The school's work to keep pupils safe and secure is good. Staff are well trained in behaviour management, and pupils say how well they are looked after at all times.
- In the playground and in the dining hall, pupils show positive regard for each other. They behave sensibly when using outdoor equipment and take seriously their daily roles as school councillors, play leaders and classroom monitors.
- Pupils are well aware of how to keep themselves and others safe when learning outdoors, on trips and residential experiences, for example. They are well aware of how to keep safe in a variety of situations, including when using the internet.
- Governors ensure that checks of safety arrangements are regularly undertaken and act upon any perceived deficiencies.
- Parents are supportive of the school's work. A very large majority of those who responded to the school's questionnaires, during the past academic year, say their children feel happy and safe.

The quality of teaching is good

- Teaching is improving strongly. Staff reflect regularly on the quality of their teaching, and share ideas with one another in school, and across the local cluster of schools. As a result most pupils learn and achieve increasingly well.
- Teachers are generally conscientious and the vast majority have high expectations. Most plan relevant experiences that will motivate pupils, so that most are keen to learn. For example, in a Year 6 English lesson, pupils pooled their ideas thoughtfully, in small groups, about what makes a good ending to a story. They listened carefully to each other's ideas during whole-class discussion, and immediately adjusted their initial notes. Similarly, in Year 2, most pupils concentrated well to calculate the fractions of different shapes, using new terms such as 'half' and 'quarter,' with growing accuracy.
- Expectations of the amount of work completed in a given time are improving strongly. Most pupils rise to meet these expectations and work is usually carefully presented and organised.
- Relationships with pupils are good, as is the atmosphere in almost all lessons. Pupils are increasingly expected to think for themselves, to work collaboratively with each other, as well as to ask for guidance from adults if needed.
- The teaching of mathematics across all years has improved since the previous inspection. In pupils' books there is a good balance of calculations and problem-solving activities, and insistence on the use of appropriate mathematical language.
- The teaching of writing is also more consistent. On occasions, a minority of pupils, especially the most able, are not encouraged to talk through ideas thoroughly and build full sentences orally, with a wide enough range of language, before beginning to write. Not all pupils respond in sufficient depth to teachers' marking that invites them to improve their writing, through varying language and punctuation for effect, as well as sequencing ideas better. Sometimes it is because marking is insufficiently precise and demanding about the improvements required.
- The teaching of phonics, (specific letters and the sounds that they make), has improved of late, but is not entirely consistent. This is largely due to recent staffing changes across the early years and in Key Stage

1. Whilst most pupils decode and read words generally well, a minority do not have enough practise in the large-group situations, and some of the most able are not always confident in making inferences, and in using new words in their writing.

- Across Key Stage 2, a small minority of pupils do not have sufficient opportunities to read on a daily basis with an adult, so that they can develop greater fluency and understanding. Some of the reading records are not completed with enough precision, so that pupils know which skills they are mastering, and on which skills they still need to concentrate.
- On occasions, pupils' progress in lessons is not checked well enough, and work is not adjusted to meet their changing needs. Teaching assistants are not always deployed well enough to support individuals and small groups, to ensure all make good progress.

The achievement of pupils

is good

- A large majority of children join the school with skills and understanding below those expected for their age. In the early years, they make good progress, reaching a good overall level of development by the time they join Year 1. A minority of children, while still making good progress, still have below-expected skills in reading, writing and number at the end of the Reception Year. This is because they have significantly low skills development in these areas on entry into Nursery.
- Across Key Stages 1 and 2, most pupils make increasingly good progress, reaching overall average standards by the end of Year 6, and some going beyond, especially in writing and mathematics. Increasing numbers of disadvantaged pupils, often with prior low attainment, join the school at times other than the beginning of the school year. Although they achieve well during their often brief time in school, their attainment can distort end-of-Year 6 results.
- Staffing changes and general improvements in teaching quality since the previous inspection are rapidly raising achievement in Key Stage 1. The school's information, reinforced by pupils' work in books and in lessons visited, shows that most make good progress and reach age-related expectations, especially in mathematics.
- A minority of pupils, especially some of the most able pupils, do not make enough progress across Years 1 and 2, in reading and writing. This is because, on occasions, pupils are not encouraged sufficiently well to talk through their ideas in enough detail, in full sentences and refined language, before they start to write. Opportunities are also sometimes overlooked to provide individual pupils with additional practise in small groups, or on a one-to-one basis with an adult, so that they develop full confidence in matching sounds with letters, and recognising and understanding unfamiliar words, before they start to read.
- Daily afternoon 'learning journeys' time is not always used well to reinforce and develop sufficiently all pupils' key reading and writing skills.
- Attainment at the end of Key Stage 2 shows an improving trend. This is due to increasing proportions of pupils making more-than-expected progress in reading, writing and mathematics and in attaining the higher levels.
- Pupils' mathematical skills have improved since the previous inspection. Pupils respond enthusiastically to the many problem-solving opportunities in mathematics, and use mathematical language with increasing confidence. They apply with increasing assurance their good understanding of number, work competently with fractions and decimals, and draw simple charts and graphs accurately.
- Most pupils are generally competent writers. Their imagination is fired often by stimulating teaching, real-life scenarios, visits to places of interest in York, and through writers and artists who regularly visit the school. Increasingly, pupils write expressively for different audiences, sequence ideas thoughtfully, in both formal and informal circumstances, and use a range of punctuation to good effect.
- Progress across the school in reading is good overall, but stronger across Key Stage 2. Most pupils are taught to read well, read often, and with growing confidence and understanding. A small minority do not read as fluently as they might by the time they leave Year 6. Some pupils do not always have sufficient opportunities to read regularly, and on a one-to-one basis. Some pupils' individual reading records do not always indicate precisely how they can improve their reading skills.
- Across the school, disadvantaged pupils make increasingly good progress. The school's information, and pupils' work, indicates that attainment margins with peers are closing in many years. In 2014, end-of-Year-6 results show that the attainment of all disadvantaged pupils was approximately two terms behind non-disadvantaged pupils nationally in reading, writing and mathematics. It was broadly in line with non-disadvantaged pupils nationally for those attending the school across Years 1 to 6.
- The most able pupils also make generally good progress, especially across Key Stage 2. In 2014, the proportion of Year 6 pupils attaining the higher levels in writing and mathematics increased significantly,

comparing favourably with the national picture. Attainment at the higher level in reading also rose, albeit short of the national figure.

- Pupils with special educational needs, and the very small proportion of pupils from minority ethnic heritages, also make similar progress to their peers. This is because they benefit from largely well-tailored support. Everyone in the school is highly committed to removing any barriers to learning for all pupils. This shows the school's commitment to equality of opportunity for all.
- Pupils' experiences in physical education and sport are good. They participate in wide range of activities, competitive and informal, funded from the government's national initiative for primary school sports.

The early years provision

is good

- Children make good progress and are increasingly well prepared for entry to Year 1. By the end of the Reception Year, the majority have achieved a good level of development, particularly in their personal, social and emotional qualities, and in their general levels of self-confidence and self-awareness.
- Good induction procedures ensure children settle quickly. These procedures include regular parental visits to school and staff visits to children's homes, when needed. All of these arrangements help to paint a detailed picture of each child's needs and interests.
- Early years staff relate well to parents and families. Information about each child's development and progress can be found in the bespoke 'learning journey' folders, appreciated by all parents. As a result parents make increasingly positive contributions to their children's home learning, following up the experiences they have enjoyed in school.
- Children play happily, share equipment, take turns and learn, both indoors and outdoors. In Reception, they patiently build a rail track together; in Nursery, they thoroughly enjoy rehearsing the rhymes that reinforce their individual names. The quality of teaching is good. It strives to capture children's imagination and ignites their curiosity. Role play and experiments are popular activities. Pupils dressed as owls enthusiastically relate, with support, the story of the 'Owl Babies'; others investigate how long it takes to melt ice and explore ways of making it melt faster. Adults ask questions, while at the same time noting the children's responses, so they can plan experiences which will continue to motivate.
- The early years provision is well led and managed by a knowledgeable and resourceful member of staff. Effective teamwork ensures that all children are well cared for and are safe at all times. Early years practitioners are eager to develop further children's reading, writing and number skills, and to continue to enhance the outdoor environment, through a wider choice of climbing and physical activities.

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	121287
Local authority	York
Inspection number	442256

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	P Black
Headteacher	K Tatham
Date of previous school inspection	28 November 2012
Telephone number	01904 552380
Fax number	Not applicable
Email address	burtongreenprimary@york.gov.uk

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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 and 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

