

Burneston Church of England Voluntary Aided Primary School

Burneston, Bedale, North Yorkshire, DL8 2HX

Inspection dates

17–18 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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.

- Pupils' achievement is improving rapidly. By the end of Year 6 most pupils are making expected progress in reading, writing and mathematics and a greater proportion are making better progress than that.
- From starting school with knowledge and skills that are generally typical for their age, children in the early years and Key Stage 1 make good progress and some make outstanding progress.
- Teaching is good and occasionally outstanding. Excellent relationships and high expectations are helping to eliminate the legacy of previous underachievement.
- Children in the early years get off to a good start. They love to learn and are nurtured and cared for in a stimulating and motivating environment.
- Pupils' behaviour is outstanding. Pupils of all ages get along together particularly well and improvements in the quality of teaching have ensured that pupils have excellent attitudes to learning.
- Excellent leadership from the executive headteacher and deputy headteacher has driven the many improvements in the school since the last inspection.
- Leaders, including governors, check pupils' achievement and the quality of teaching rigorously. They use this information effectively to plan further improvements.
- The school takes excellent care of pupils whatever their circumstances. Pupils have a deep understanding of how to keep themselves safe in a range of situations.
- Pupils benefit from a wide range of after-school clubs and extra-curricular activities including cookery, the OK club and singing tuition.
- Parents are fulsome in their praise of the school. They appreciate the work that has been done to improve the school in recent months.

It is not yet an outstanding school because

- Not enough pupils are making better-than-expected progress in mathematics because the most able pupils are not always provided with work at the right level, quickly enough.
- The marking of pupils' work does not always show them how to improve their skills.
- The wider curriculum does not always provide enough opportunities to excite pupils about particular topics or provide a rich variety to their learning.

Information about this inspection

- The inspector observed teaching in all classes, including one observation carried out jointly with the executive headteacher. The inspector also listened to pupils reading. She looked at examples of pupils' work and observed pupils at lunchtime and break times.
- The inspector held meetings with pupils, staff, members of the governing body and one representative from the local authority. She spoke to parents as they brought their children to school.
- The inspector took account of 10 questionnaires returned by staff. There were 26 responses to the online questionnaire (Parent View).
- The inspector looked at a range of documents, including data on pupils' current progress across the school, the school's view of its own effectiveness, and how the school checks on the quality of teaching and learning.
- The inspector checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.

Inspection team

Emma Jackson, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. There is a very small proportion from other ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs is broadly in line with the national average.
- The proportion of disadvantaged pupils supported by the pupil-premium funding is below the national average. This is additional funding that schools receive for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Most pupils are taught in mixed-aged classes.
- The executive headteacher was appointed in January 2015. This has resulted in close partnership work with another local school.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there have been a number of changes to the teaching staff. In particular, some pupils in Key Stage 2 have experienced several changes to staffing during this period of time.
- Early years provision in the school is full time.
- The school receives support from a local leader of education (LLE) and a specialist teacher of education through the Swaledale Teaching School Alliance.

What does the school need to do to improve further?

- Further improve the quality of teaching so that more pupils make better-than-expected progress and achieve the highest levels, particularly in mathematics, by:
 - making sure that all lessons are at the right level, particularly for the most able so they always make the best possible progress
 - ensuring that the marking of pupils' work consistently shows them how to improve and that teachers concentrate less on simple editing procedures.
- Further strengthen leadership and management by:
 - ensuring that all areas of the curriculum are rich and exciting and give pupils a range of ways in which to learn.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher have been highly instrumental in leading improvements to the school since the previous inspection. They are fully aware of how good the school can be and are highly ambitious for all the pupils. A skilled and competent staff team shares this ambition. One member of staff commented, 'I am proud to work here.'
- All leaders, including governors have an accurate view of the school's effectiveness. This is because they meticulously check the quality of teaching, the behaviour and achievement of pupils. Consequently, they are totally aware of where improvements need to be made and they put effective and timely plans in place to ensure that these improvements happen quickly.
- Middle leaders have a good understanding of their areas of responsibility. The special educational needs coordinator is skilled and effective in ensuring appropriate provision for pupils and in leading the early years. The development and mentoring of teachers early in their career mean they are willing and able to take on leadership roles. This is a particular strength of the school.
- Although the legacy of underachievement is still evident for some pupils, particularly in mathematics, leaders have been particularly effective in improving the quality of teaching across the school. There is no weak teaching and consequently more pupils show improved progress across the school.
- Staff are held to account for the quality of their teaching and the achievement of pupils and this is closely linked to salary progression. Highly effective professional development for all staff has helped ensure that staff can meet their performance targets.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are beginning to develop a greater understanding of British values, for example through the democratic election of a new school council and a mock election during the general election. There are opportunities to develop cultural awareness and this is particularly evident in early years, where children have learned about Diwali and Chinese New Year.
- The executive headteacher is aware that the wider curriculum does not always have enough opportunities to excite and engage pupils in learning about different topics. There is sometimes a lack of opportunities to learn in a variety of ways. Plans are in place to review and revise the curriculum for the new academic year.
- Leaders at all levels are determined that all children achieve the best they can; this includes pupils who are eligible for support through the pupil premium. The funding is used effectively to ensure that there are no gaps in achievement for these pupils. This demonstrates the school's commitment to making sure there is no discrimination and all pupils have equal opportunities to succeed.
- The primary school sports funding is used effectively. Staff have received training in the delivery of physical education (PE) and there is a wide range of opportunities including swimming for all pupils. The range of sports on offer is impressive including football, orienteering and tennis.
- The vast majority of parents value the work of the school and are highly supportive. One parent commented, 'Staff know the children really well and they are very caring.' Another parent felt that the school had always been caring, but there was now an increased focus on progress too and this was very much appreciated.
- There are strong partnerships with a number of agencies, including links with a local school. This collaboration is effective in improving the quality of teaching, as the schools are able to share expertise. In addition, good links with a local nursery and secondary schools ensure transitions for pupils from one school to another are smooth.
- The local authority has provided highly effective support since the previous inspection. They have been instrumental in the appointment of the executive headteacher and have brokered support through the Swaledale teaching alliance to ensure staff training is of a high quality.
- **The governance of the school:**
 - The governing body is now much more rigorous in the way it questions the school's performance and the quality of teaching. Governors have developed much more thorough systems to check the data on how well the school is doing. They receive comprehensive and honest reports from the headteacher and are beginning to question and challenge much more effectively than they did previously.
 - Governors are closely and purposefully involved in arrangements to manage the performance of staff and are aware that teacher's pay is linked to their performance. They ensure that statutory requirements are met, including those for safeguarding. They manage finances effectively, including pupil-premium funding and sports funding.

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

- The behaviour of pupils is outstanding. Pupils are exceptionally well mannered and polite. For example, many pupils held open doors and welcomed the inspector into their lessons. They speak to adults and each other respectfully and articulately.
- Pupils have excellent attitudes to learning and enjoy being in school. One child commented, 'Teachers are really good; they try to make lessons fun so we all enjoy them.' Pupils get along exceedingly well together. Older pupils help and support younger pupils both in school and on the playground.
- Pupils say that behaviour is excellent and that poor behaviour is extremely rare. The school's behaviour records support this view. There is an effective behaviour policy in place and good behaviour is rewarded with a range of rewards, including 'golden time'.
- Pupils are very aware of what constitutes poor behaviour and they understand that the use of some language can be linked to prejudice. However, they are adamant that in their school this sort of behaviour does not occur.
- Pupils take on a wide range of responsibilities. They are immensely proud of the new school council and some of its achievements. Two girls told the inspector about their roles as librarians and how they give up much of their own time to ensure it is available to all pupils. Other pupils run a fruit tuck shop, while some look after school pets.
- Pupils greatly enjoy coming to school and are keen and very enthusiastic to learn. This is reflected in their excellent attendance, which is above the national average, and in their punctuality to lessons.

Safety

- The school's work to keep pupils safe and secure is outstanding. Thorough and rigorous assessments are made to ensure pupils are as safe as they possibly can be. The school site is secure and parents who completed the online survey were confident that their children are very safe and happy in school.
- Pupils have an excellent understanding of different forms of bullying. Pupils are confident that bullying does not occur. The pupils' understanding of cyber bullying, and other forms of bullying, is strong.
- Pupils have an exceptional understanding of how to keep themselves safe. Most pupils take part in the OK club. This involves taking risks in a controlled environment, for example they light fires, use secateurs and build dens. This ensures that pupils learn very effectively how to keep themselves as safe as possible.
- Risks in the school environment are managed exceptionally well. For example all pupils understand that the school pond could pose a risk and that they can enjoy it with an adult.
- The school provides an excellent range of activities to help pupils learn about safety; these include a workshop on safety within construction sites and a 'bikeability' programme. As a result, pupils are well aware of how to keep themselves safe in a variety of situations.

The quality of teaching is good

- Teaching is good and as a result pupils make good progress in reading and writing and improving progress in mathematics. Occasionally some teaching is outstanding and this results in some pupils making rapid progress, particularly in Year 6.
- Work seen in pupils' books, displays around the school and the school's own information regarding pupils' progress indicate that teaching is usually at least good and occasionally outstanding.
- All staff work very well as a team; pupils who need extra help with their work are particularly well supported by a team of effective and committed teaching assistants.
- The teaching of reading is particularly successful in ensuring that pupils develop a love of books and a passion for reading. Phonics (matching letters to the sounds they make) are taught well. Pupils from Years 2 and 6 who read to the inspector demonstrated they could use a wide range of reading skills.
- There are opportunities for pupils to write at length in literacy lessons. Pupils are motivated to write by a number of exciting learning opportunities in these lessons. For example, pupils wrote effective descriptions about their trip to 'forbidden corner.'
- Teachers have high expectations of what pupils can achieve and good subject knowledge. They skilfully question pupils in order to develop understanding and consolidate learning. For example, in a Year 1 and 2 class pupils used their knowledge of speech marks to write a story introduction that included an interesting dialogue.
- Teachers regularly mark pupils' work and recently introduced 'next steps' to allow pupils to assess their

own work. However, although pupils are given good opportunities to correct and edit their work, they are not always given enough guidance on how to improve and develop their work further.

- Teachers plan meticulously for reading, writing and mathematics. They have high expectations. Teachers take every opportunity to try and extend pupils' technical vocabulary and understanding. For example, in Years 3 and 4 pupils were able to explain the use of similes and subordinate clauses in their writing.
- The teaching of mathematics has improved since the previous inspection. Basic skills in mathematics are taught well resulting in good progress. However, the legacy of previous underachievement means that not enough pupils are attaining the highest levels in mathematics at the end of Year 6 because pupils are not always given work at the correct level quickly enough.
- There have been recent changes to the way mathematics is taught. The introduction of the visual calculation policy has allowed pupils to use a range of mathematical strategies in their work. Occasionally, however, some teachers do not encourage pupils to use more effective strategies in mathematics and so progress is not as rapid as that of reading and writing. For example, pupils do not always use the most efficient methods for calculations.

The achievement of pupils is good

- Achievement across the school is now good and is improving rapidly. This is as a result of improvements in the quality of teaching and in leadership and management.
- The strong focus on teaching phonics ensures that pupils make good progress with their reading skills. The proportion of pupils who reach the expected level in the Year 1 phonics check is improving each year and in 2014 was above the national average.
- Pupils make outstanding progress in Key Stage 1. In the last two years pupils have achieved standards significantly above the national average. This is a considerable improvement since the previous inspection.
- Pupils' progress in reading is good, because they are encouraged to read widely and often and have an excellent understanding of the books they read. More pupils reach the higher levels in reading. The recent revamp of the school library and the effective promotion of reading between home and school ensure pupils have plentiful opportunities to develop their reading skills.
- Pupils' rate of progress in Key Stage 2 has been hampered by previous underachievement. Progress in reading and writing is good across Years 3, 4 and 5 and accelerates in Year 6. However, achievement in mathematics lags behind that of reading and writing. This is because pupils are not always moved on quickly enough when they understand a mathematical concept.
- The most able pupils make good progress in reading and writing and more are reaching the higher levels of attainment at the end of Key Stage 2. Across the school however, the work in mathematics is not always hard enough and they are not always moved on fast enough in their learning. As a result, not enough pupils reach the higher levels in mathematics.
- Disabled pupils and those who have special educational needs make good progress by the time they leave school. This is as a result of effective support for these pupils, both emotionally and with their work. Strong links with external agencies, for example with the teacher of the deaf, ensure that all staff have appropriate training to meet the needs of these pupils.
- The achievement of pupils from different minority ethnic groups is similar to their peers.
- In 2014 disadvantaged pupils made good progress in reading and writing and improving progress in mathematics from their starting points. In 2014 the standards reached by disadvantaged pupils in Year 6 were more than two terms behind their other classmates in mathematics, reading and writing. They were also more than a year behind other pupils nationally in reading, writing and mathematics. However, very small numbers mean that these figures vary greatly year-on-year and are statistically unreliable. Currently school data indicate that these pupils will outperform their class mates in 2015.

The early years provision is good

- The majority of children start school with skills that are typical for their age. They make good progress throughout their time in the Reception Year in all areas of the curriculum and as a result they are ready for the start of Year 1.
- The learning environment is warm and welcoming and there is a range of areas for children to develop skills and play purposefully. It is extremely well organised and children have the opportunity to engage in a wide range of activities both indoors and out.

- Teaching is good. Activities are planned to stimulate the interests of the children and resources are used well to enhance the learning. This contributes to the good progress children make.
- Children are extremely articulate. They are keen to talk to adults and one another about their learning. They demonstrated their love of learning on a snail hunt. Children squealed with delight as they found snails. They had a very good understanding of where they might find them. One child said, 'The bug hotel is too dry for the snails.' Another said, 'We can look on the mole hill, but I don't think it's dark enough.'
- Children's behaviour is outstanding. Children are polite and well mannered. They get along very well together and encourage one another. For example, when they were counting in tens together they applauded as one boy led the counting.
- Thorough risk assessments are in place to keep children safe. They also know how to keep themselves safe, for example they know to wash their hands before eating and eat healthy food.
- Staff work well as a team. Extremely effective teaching assistant support ensures that all children, including those who are disabled or who have special educational needs, are supported. As a result, children enjoy their learning and make strong relationships.
- There is a range of information about children; leaders and managers use this well to assess the progress of the pupils. However, occasionally leaders are a little conservative in their judgements about what children can do.
- The leadership and management of the early years are good. The early years leader has worked hard since the previous inspection to improve the provision in early years.
- Staff work very well with parents and parents are very appreciative of the work that the staff do in early years. Parents are welcomed into the class each morning and say they find the staff approachable and honest.

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	462220

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Alistair Hood
Headteacher	Stephen Simper
Date of previous school inspection	10 July 2013
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