

Burnwood Community Primary School

Chell Heath Road, Tunstall, Stoke-on-Trent, ST6 7LP

Inspection dates	7–8 October 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and the governing body have created a culture where all staff are encouraged to reflect on their work and find ways to improve pupils' experiences. As a result, the school has continued to improve well since its last inspection.
- Leaders ensure that teaching is at least good so that pupils make good progress.
- Pupils are making good progress in every year group in reading, writing and mathematics. They leave school well prepared for their secondary education.
- Teaching, learning and assessment are consistently good, with teachers and teaching assistants using their strong subject knowledge to develop pupils' learning in all subjects.
- Children in the early years make good progress due to learning in an environment that is now well suited to the children's needs.
- Pupils' behaviour is good and they show positive attitudes to learning. Such attitudes contribute well to their spiritual, moral, social and cultural development.
- Pupils are safe and they say they feel safe. Leaders have developed effective safeguarding practices and they ensure all staff follow them.
- Leaders ensure pupils are well cared for by checking that their work supports pupils' personal development and welfare effectively.
- Leaders have developed and implemented a new curriculum which motivates and engages pupils in their learning.

It is not yet an outstanding school because

- Leaders do not use assessment information about pupils' performance in reading, writing and mathematics as well as they should. As a result, expectations of pupils are not as challenging as they could be.
- Teaching does not always give pupils, especially the most able and those who are disadvantaged, work that is sufficiently challenging to enable them to make more rapid progress in reading, writing and mathematics.

Full report

What does the school need to do to improve further?

- Sharpen current assessment systems to ensure that leaders provide teachers with clear expectations of pupils' progress in reading, writing and mathematics.
- Improve teaching by ensuring that all groups, especially the most-able pupils and those who are disadvantaged, are effectively challenged.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, working closely with other leaders, provides clear direction to all. Leaders work effectively as a team and have created a positive and welcoming atmosphere where pupils can learn and thrive.
- The headteacher has a clear awareness of how well staff and pupils are performing. Improvements in monitoring and her knowledge of pupils' progress have informed her discussions with staff. As a result, all teachers continue to improve their practice and pupils' learning and behaviour is assured.
- Teachers value the system for managing their performance as it provides them with an understanding of what they need to do to improve and how to achieve this. Newly qualified teachers receive thorough induction, with time to familiarise themselves with all school policies, such as marking, which supports them well as they begin their teaching at Burnwood. This ensures no valuable learning time for pupils is wasted at the start of the year.
- All teachers have leadership responsibilities and have developed effective skills. They have visited other schools in order to learn about different ways of developing their curriculum area. This has helped embed a new curriculum that matches pupils' interests and abilities well. The headteacher and governors ensure that this work continues to promote pupils' spiritual, moral, social and cultural development effectively.
- By listening to pupils' views and challenging them when appropriate, all leaders and staff ensure that pupils tolerate and respect people who have different faiths or no faith. Excellent relationships between staff and pupils lead to pupils feeling safe and secure in school. Discrimination does not occur and leaders make sure pupils all have an equal opportunity to succeed. As a result, pupils are well prepared for life in modern Britain.
- New leaders have been appointed in the early years, as well as in leading provision for disabled pupils and those who have special educational needs, and also for behaviour. These leaders have been effective in driving further improvement. Senior leaders have ensured that the guidance given to each new leader is matched to the current needs of the pupils in the school. As a result, improvement in these specific areas of school performance can be seen.
- The local authority knows the school well. Its representative visits the school every term, agrees with senior leaders what needs to happen and then checks carefully if this has been done. The local authority appreciates the positive changes made since the last inspection, including the recent leadership appointments.
- Leaders ensure that all staff are familiar with safeguarding processes; all relevant policies are kept up to date and reviewed in light of local and national guidance.
- The school has made effective use of primary school physical education and sport funding. It has provided pupils with opportunities to participate in a wide range of activities, including boxing. The school enters both girls and boys in competitive events with other schools.
- Leaders keep detailed information about how well disadvantaged pupils are progressing. The school uses its pupil premium funding effectively. For example, a role has been created for a member of staff to work with this group in order to improve rates of progress. So far progress of this group of pupils when compared to other pupils nationally is at least good. However leaders are aware that more work needs to be done to close the gap further, particularly with other pupils in the school.
- Senior and subject leaders gather a wealth of pupils' performance information. This is to be used to inform discussions with teachers about what they should expect pupils to achieve. However, they do not always use this information as well as they could, as the volume of information can sometimes be overwhelming for both leaders and teachers.
- **The governance of the school:**
 - The governing body has a thorough understanding of the needs of the school as it is kept well informed through documents and presentations from school leaders, as well as reports from its own members who visit the school to check on its performance.
 - Governors are allocated clear roles, so when they make their regular visits to school they know what they are looking for. For example, the governor responsible for safeguarding checks that staff and pupils understand all aspects of safeguarding and can say what they would do if they were concerned about something.

- The appointment of new members with specific skills has enabled governors to hold leaders to account for the school’s performance more effectively.
- Governors know about the performance of staff. They base their decisions about pay on pupils’ progress and make sure money is available for the training needs identified by the headteacher. An example is the prompt training put in place for the newly appointed leader for disabled pupils and those who have special educational needs.
- Governors have become more skilled at analysing and challenging the information they receive. For example, in checking out how well pupil premium and sports funding has benefitted the pupils.
- The governing body is aware of how well the school has developed its new curriculum. They work with school leaders to ensure that the curriculum includes a wide range of cultural experiences.
- The governing body ensures that all statutory responsibilities are met. The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Teaching is good in every year group. Where the teaching is most effective, pupils benefit from teachers’ and teaching assistants’ secure subject knowledge. Staff use this knowledge to question pupils skilfully, enabling the pupils to think about what they are learning and make better progress. An example of good practice is in early reading work where staff ensure pupils can spell certain words before challenging them with harder examples.
- Teaching assistants know which pupils they will be working with in each lesson and what they need to do to ensure the pupils are challenged sufficiently. As a result, pupils in these groups make good progress.
- Pupils present their work consistently well as they have a clear understanding of school expectations. Marking of pupils’ work and feedback from staff is effective as it confirms how well pupils have done and identifies how they can make further improvements. Pupils make faster progress when they not only respond to such comments but also apply what they have learned in subsequent work.
- The teaching of disabled pupils and those who have special educational needs is effective. This is because all relevant staff know precisely what these pupils need to do. Pupils enjoy this teaching and as a result look forward to the sessions and make good progress.
- Reading is taught well throughout the school. Parents support teachers by commenting in reading record books, which teachers then use to inform their teaching. Children in the Reception classes and in Years 1 and 2 are taught phonics (letters and the sounds they make) well. They apply these skills appropriately in their reading and writing. However, the most-able readers do not always read books that are sufficiently challenging. This is because reading assessment information is not always used to ensure this.
- Writing is taught well. Pupils make good progress in all year groups. They are keen to write and they present their work clearly in a range of subjects, showing well-developed handwriting styles and accurate spelling, punctuation and grammar. Homework activities are planned to motivate pupils to write independently in their own time.
- Mathematics is taught effectively to all ability groups and pupils say they enjoy their learning in this subject. Pupils’ books show they have made good progress from the start of this year and they have responded well to the guidance provided by their teachers.
- Teaching of writing and mathematics is not yet outstanding as pupils, especially the most able, are not always set challenging enough tasks. This is because teachers are not always clear enough about what they expect pupils to learn. When teachers do set appropriately demanding tasks, pupils thrive on the harder work. They make faster progress as they have to think harder, responding to skilful questioning from both teachers and teaching assistants.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is good. Pupils talk about feeling safe in and around school. Parents agree that their children are safe, valuing the support they receive from the school about issues such as online safety.
- Pupils’ relationships with all staff are strong. This is because staff know the pupils well and ensure that

they respond to any issues appropriately. Parents of children in the early years say that their children feel very secure in their classrooms and outdoors knowing that staff look out for them.

- Pupils value the choices they are given, such as choosing from various mathematical challenges, and this encourages them to become more confident learners.
- The school recognises the importance of children's welfare by ensuring that all policies are reviewed and kept up to date, including those relating to child protection. All staff working with pupils are checked to ensure they are suitable to carry out their roles and have completed the required safeguarding training.
- Parents and pupils agree that bullying is very rare and when it does occur staff deal with it quickly and effectively. Pupils have a good understanding of bullying and the different forms it can take. Staff are vigilant in their day-to-day work, checking to make sure that any form of discrimination is spotted and dealt with immediately.
- Pupils display positive attitudes to learning. When they are challenged with work that is more accurately matched to their ability, they show their best attitudes. These contribute greatly to the good progress they make in lessons, as well as to their spiritual, moral, social and cultural development.

Behaviour

- The behaviour of pupils is good. They are courteous, always displaying good manners, and show good conduct around the school, in before and after school clubs as well as in lessons. At all times of the school day pupils say they value the supervision by staff, knowing who to go to if they want to talk.
- Parents, staff and pupils agree that behaviour is good. The behaviour policy is adhered to by all staff, and pupils understand the rewards and sanctions associated with their behaviour choices. Presentation in books shows that pupils take pride in their work.
- Pupils have a strong sense of right and wrong. They make the right choices when moving around the school, which helps create an orderly environment.
- School leaders have improved behaviour by ensuring that any serious incidents are dealt with quickly and that pupils are then supported in their choices to ensure that such incidents are not repeated. As a result, the number of fixed-term exclusions has been significantly reduced.
- Current attendance rates are similar to national averages. This is an improvement on recent years, when rates for different groups of pupils have been below the national average. To achieve this improvement, school leaders have created a team of staff who challenge the parents of pupils with poor attendance. In spite of the improvement, the headteacher and governors know that more work needs to be done.

Outcomes for pupils

are good

- Children joining the school in Reception have skills which are below those expected for their age. This has been the case for many years. They now make good progress in the early years, leaving Reception with skills broadly in line with national averages.
- In recent years pupils have made good progress through Key Stage 1. Due to better progress in the early years, pupils are now better equipped to tackle more challenging work in Key Stage 1.
- Pupils make at least good progress through Key Stage 2. As they begin this key stage with low starting points they attain levels which are broadly average in reading, writing and mathematics. They leave school well prepared for their secondary education.
- The progress of disadvantaged pupils is good. By the time this group of pupils leaves the school they have narrowed the gap when compared with other pupils nationally. In 2014 they were one term behind in reading, mathematics and grammar, and two terms in writing. However, when compared with the attainment of their classmates the gaps are wider, three terms in reading, mathematics and grammar, and four terms in writing. School leaders are aware of this and have appointed a new leader whose role is specifically focused on improving the performance of this group of pupils further.
- Disabled pupils and those who have special educational needs make consistently good progress. This is due to effective leadership and management of the provision for this group of pupils. Clear action plans are drawn up for both teaching and support staff to follow. Pupils' progress is closely monitored, with plans adapted and changes made to the work where this is needed.
- In every year group pupils make good progress in reading. Over the last three years an increasing number of pupils have achieved the expected standard in the Year 1 phonics screening check. The 2015 results are similar to the national average, with a greater proportion of Year 2 pupils being successful

when they are screened again. Pupils enjoy their reading and are well motivated in every year group, with parents working with the school to support them.

- Progress in writing is good across the school, with pupils currently making at least good progress through Key Stage 2. The curriculum has been designed to encourage pupils to write in all subjects. This enables them to practise their writing skills in different activities across the curriculum.
- Pupils are currently making good progress in mathematics. They experience a wide range of mathematical tasks, including problem-solving activities. Pupils understand why it is important to set their work out accurately, as this ensures accurate calculation work.
- The most-able pupils make good progress in reading, writing and mathematics throughout the school. They do not make more accelerated progress as they are not always provided with challenging enough work in all subjects. As a result, fewer pupils attain the higher levels by the time they leave the school.

Early years provision

is good

- Recent changes in leadership and staffing in the early years have had a marked impact on standards. Prior to last year not enough children attained a good level of development, which meant they were not well prepared for the Year 1 curriculum.
- Teaching is now securely good. A wide range of interesting activities keep children involved in learning throughout their play, both inside the classrooms and outdoors. The adults question children thoughtfully, consolidating their understanding and developing their vocabulary.
- Last year children made good progress in Reception and this has continued again from the start of this year. This is because the early years is well led and managed. Staff use initial assessment information to ensure that the children work on activities that not only interest, but also challenge them. All groups make good progress, including disabled children and those who have special educational needs.
- Effective provision for children's spiritual, moral, social and cultural development can be seen in the early years. Strong relationships between staff and children are an important factor. Children behave well and know how to stay safe in school. The setting ensures pupils' personal development and welfare are well supported.
- Parents are very positive. They value the partnership encouraged by the school, talking about how their children are happy in school, mainly due to the care and attention provided by the staff.

School details

Unique reference number	124221
Local authority	Stoke-on-Trent
Inspection number	10002476

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair	Sandra Smith
Headteacher	Diane Herbert
Telephone number	01782 235577
Website	www.burnwoodcommunityschool.co.uk
Email address	burnwoodpri@burnwoodprimary.co.uk
Date of previous inspection	25 September 2013

Information about this school

- Burnwood is larger than the average-sized primary school.
- Children in the early years are taught in three full-time Reception classes.
- A very large majority of pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium is well above the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is well-above average.
- Recent staff changes include the appointment of three newly qualified teachers and new members on the school's leadership team.
- The school manages a before- and after-school childcare facility.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

Information about this inspection

- Inspectors visited 22 lessons, seven of which were observed with senior leaders.
- Inspectors talked to pupils about their reading and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and other governors, staff and a local authority adviser.
- The 48 responses to the online Parent View questionnaire were taken into account. Inspectors also spoke with parents and carers.
- The views expressed in questionnaires returned by 14 members of the school staff were considered.
- Inspectors observed the work of the school, looking at a range of documentation. This included an examination of work in pupils' books.
- The school's child protection and safeguarding procedures were scrutinised.

Inspection team

Jeremy Bird, lead inspector	Ofsted Inspector
Lesley Else	Ofsted Inspector
Chris Ogden	Ofsted Inspector

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Store Street
Manchester
M1 2WD

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