

# Burnt Yates Church of England Voluntary Aided (Endowed) Primary School

Burnt Yates, Harrogate, North Yorkshire HG3 3EJ

## Inspection dates

1–2 December 2016

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Inadequate</b>
Early years provision	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- School leaders are not following agreed procedures to ensure that they are keeping their pupils safe. Regular health and safety checks are not in place.
- Governors have been too trusting that the information provided to them at meetings is accurate. They do not fulfil their legal duties to ensure that pupils are safe.
- The quality of teaching, learning and assessment is not meeting the needs of pupils, particularly those who are most able or have special educational needs and/or disabilities. The progress made by all groups is inadequate.
- Reading books do not meet the needs of the pupils. Older pupils do not enjoy reading at school.
- Teachers do not have high enough expectations of what pupils can do. The most able older pupils often complete the same work as those who are much younger.
- Provision in the early years does not meet the needs of the youngest learners. There are few opportunities provided for children to practise skills independently.
- The absence of any induction procedures for both staff and governors means they are not well prepared for their roles and do not receive any safeguarding training.
- Self-evaluation is inaccurate. Subject plans do not focus on the needs of the school.

### The school has the following strengths

- The governors have worked tirelessly to implement a long-term strategy for securing the future leadership of the school.
- Pupils are happy, behave well, enjoy school and benefit from very positive relationships with adults. Parents are happy about the level of care given to their children.
- Attendance is above the national average.
- The school promotes pupils' moral, social and cultural development well. The strong Christian ethos permeates across the school and pupils have strong moral codes.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Urgently ensure that safeguarding arrangements are effective, by:
  - ensuring that the single central record is up to date, the person responsible receives relevant training and governors implement systems for checking the accuracy of information regularly
  - implementing safer recruitment procedures and ensuring that all information held on current staff is up to date
  - recording and updating the safeguarding training of all staff and ensuring that all staff read Part 1 of 'Keeping children safe in education' on at least an annual basis
  - reviewing and updating risk assessments to ensure that pupils on site are safe at all times and all health and safety checks are in place
  - improving systems for recording concerns about pupils and ensuring that the relevant information is kept securely and reported accurately in an anonymised format to governors
  - creating and implementing robust induction procedures which all new staff must complete during their first weeks in post
  - ensuring that safeguarding policies and procedures are up to date and in line with local authority guidance.
- Improve the quality of teaching, learning and assessment so that:
  - teachers meet the needs of all pupils in their class, particularly those who are most able and those who have identified special educational needs and/or disabilities
  - all pupils are challenged to meet the highest standards
  - work is well presented and reflects national expectations for each year group
  - teaching assistants are used well across the school and support is put in place to help them improve outcomes for all pupils
  - pupils know what they need to do to improve their work and understand when they have been successful
  - younger pupils have more opportunities to work with the teacher and are given opportunities to practise skills independently
  - work in books demonstrates progress from starting points and regular assessment tracks progress over time

- pupils enjoy reading books and develop more positive attitudes to reading at school.
- Improve the effectiveness of leadership and management, by:
  - ensuring that self-evaluation is accurate and governors are fully aware of the school's strengths and weaknesses
  - implementing monitoring systems for governors to check the accuracy of the information presented to them at meetings
  - ensuring that the sport funding is used appropriately
  - improving training and induction procedures for all governors so they are fully aware of their legal responsibilities
  - appointing a named teacher responsible for pupils who have special educational needs and/or disabilities to ensure that funding is used effectively
  - reviewing the curriculum so that links are made between writing and mathematics, in order to enthuse pupils about their learning
  - reviewing the skills and responsibilities of the governing body in order to strengthen areas of weakness
  - securing a long-term plan by which governors can hold leaders to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Over time, leaders have failed to tackle the weaknesses identified by the local authority in teaching, learning and assessment across the school. Over-positive assessment of improvements made during the last 12 months has left the school in a vulnerable position.
- Governors admit that they have taken their 'eye off the ball' because they have been focused on trying to secure a permanent solution to leadership arrangements. The local authority has supported a temporary solution through an action plan and additional funding.
- Risk assessments are not in place to ensure that the site is safe. Generic assessments do not detail the actions needed to keep children safe. The front gate and the private flats on the school premises have not been risk assessed. The weekly site check detailed on the action plan does not happen and, as a result, leaders do not ensure that the site is free from dangers. Fire practices do not happen regularly enough.
- The leadership of key subjects is ineffective. Action plans do not identify specific areas to drive forward improvements. Areas highlighted for improvement are vague and fail to identify how impact is measured. Therefore, governors and other leaders cannot identify if the actions taken are successful in improving attainment and progress.
- Performance management arrangements are weak. Anonymised paperwork seen indicates a lack of challenge to improve standards.
- The school's use of sport funding to provide planning, preparation and assessment time for teachers is inappropriate and does not meet the guidance on how the money should be spent. Class teachers are becoming de-skilled and are not being supported to improve their sports teaching. There is little evidence of increased participation in school games.
- Currently, the school does not have a teacher responsible for pupils who have special educational needs and/or disabilities. No one has been checking that the relevant procedures and policies are up to date or that staff have received appropriate training. Consequently, funding for these pupils is not used effectively.
- The curriculum lacks breadth and balance. Planning does not make links between subjects and this leads to lost opportunities to enthuse pupils about writing or mathematics. Pupils have written about a recent charity 'welly walk', but the work on display demonstrates low standards and expectations. A recent visit from an imam, to extend pupils' cultural awareness of Islam, was documented through photographs, but no follow-up work was produced to extend learning further.
- The interim executive headteacher has identified key areas for development, including the quality of teaching, learning and assessment and health and safety. She has quickly sought external verification from a senior local authority improvement partner who has acted with immediate effect and conducted a review himself. As a result, an action plan is now in place to help the school address these areas.

- The school should not appoint newly qualified teachers.

### **Governance of the school**

- Governors have relied on the information provided by the previous headteacher along with the school improvement partner to give them an over-positive view of the school's strengths and areas for improvement.
- Although governors visit school regularly, they have not recognised where the school is failing because they do not fully understand their roles. They are not challenging what they are being told, nor do they have a plan which helps them to do this.

### **Safeguarding**

- The arrangements for safeguarding are not effective. Updated checks on employees do not happen because the person in charge has not had any training and does not know what is required. No one has checked that the single central record holds the required information. Where checks have been completed, they have not been entered on the system. Safer recruitment procedures have not been in place.
- Staff are not kept up to date in relation to safeguarding. They have not read the most recently published safeguarding information on 'Keeping children safe in education'. The most recent safeguarding policy, signed by only half the staff, was dated 2014 and obsolete.
- Systems to record safeguarding or welfare concerns are not fit for purpose. The 'day-to-day' book, containing both behaviour and safeguarding information is not secured or monitored. Governors were unaware of any behaviour or safeguarding concerns because the information was not reported.

### **Quality of teaching, learning and assessment**

### **Inadequate**

- Teachers have low expectations of what pupils can achieve. Pupils of differing ages and abilities complete the same tasks. This is because teachers do not plan activities that match the needs of individuals.
- Activities planned for the most able pupils are not challenging enough. This is because teachers do not use assessment procedures to build on prior learning. On occasions, the most able pupils repeat work they can already do or receive work that is too easy.
- Reading books remain unchanged and older pupils stay on the same banding of book for too long. This is not helping their self-esteem and does not inspire them to want to read. The oldest pupils are still on graded reading books without free choice of what they can read. As a result, pupils' attitudes to reading at school are not as positive as they should be.
- Work seen in mathematics books shows that there is a better match of work to ability than in other subjects. However, teachers do not provide sufficient opportunities for pupils to apply their learning to deepen understanding.
- In key stage 2, stronger teaching was evident. Well-differentiated tasks resulted in

pupils who were highly engaged, showed enthusiasm for learning and were excited. The most able pupils worked well together solving challenging problems, while the teacher accelerated other pupils' learning with small-group teaching. However, evidence in pupils' books shows that this has not happened over time.

## Personal development, behaviour and welfare

**Inadequate**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- The necessary checks on people who work in school are not in place. When pupils display unkind behaviour, the information is not recorded systematically so that leaders can identify if bullying happens.
- On too many occasions, younger pupils are over reliant on adults to guide their work and learning. They are not developing independent learning skills or given opportunities to follow their own interests.
- Pupils understand how to keep safe and know to tell an adult if they are concerned about anything. Recent visits from Childline and fire safety talks demonstrate that pupils are taught how to keep safe. Pupils say that bullying does not happen at the school, although they can state occasions when other pupils have been unkind to them. However, they say staff deal with issues very quickly.
- The lunchtime arrangements are well organised and create a family feel. Older pupils take responsibility for ensuring that younger pupils have their chosen daily menu. Pupils sit together in set places and older pupils look after younger ones, encouraging them to eat and cutting up food. Pupils show positive attitudes to healthy eating and are complimentary about the food on offer.
- The school council is involved in planning a variety of charity events throughout the year. Members are enthusiastic about recent fundraising for Children in Need. Pupils are learning to think about others and demonstrate sensible attitudes to those who are less fortunate than themselves.

### Behaviour

- The behaviour of pupils is good.
- In lessons, pupils listen and engage in activities when learning is interesting. They demonstrate positive attitudes to each other and acceptance of their different abilities and ages. Pupils become passive when work is too easy or when they have been listening for too long. They do not misbehave or interfere with the learning of others. In a successful mathematics lesson, pupils worked independently, concentrated for long periods and were keen to complete their work.
- Pupils treat each other with respect and kindness. They value the family ethos of this very small school. The strong Christian ethos of the school is evident in how pupils treat each other, and the manner in which they conduct themselves around the school. Pupils demonstrate a strong moral compass and recognise the difference between right

and wrong.

- Attendance is above the national average. Pupils enjoy coming to school. They like their teachers and friends.
- Rewards are effective in promoting and recognising good behaviour. Each family group collects coloured rewards throughout the half term and the pupils in the group with the most receive a treat of their choice. Pupils respond well to this, and were enthusiastic when talking about their non-uniform day.

### Outcomes for pupils

### Inadequate

- Outcomes for pupils vary considerably from one year group to another because of the very low numbers across the school. Not enough pupils are reaching the highest levels of attainment at the end of each key stage. Insufficient challenge for the most able pupils slows down rates of progress.
- Standards seen in current writing books and displayed around the school are below expectations. Pupils across the different age groups are producing work that is of a similar standard. Work seen indicates that few pupils will be in line to meet the expected standard at the end of the school year.
- Progress from starting points shows that most pupils enter the school with skills and abilities broadly typical for their ages. Because work is not well matched, rates of progress vary across the school and pupils are not given the support they need to help them understand how to improve their work. This slows down progress for all pupils.
- Outcomes in subjects other than English and mathematics show that on too many occasions pupils complete the same work across year groups. Science work shows low expectations and lack of challenge for the most able.
- Individual pupils and very small groups of pupils (such as the disadvantaged and those who have special educational needs and/or disabilities) are not prepared well for the next stage of their education whether it be in key stage 1, 2 or 3.

### Early years provision

### Inadequate

- Safeguarding is inadequate.
- There is a lack of leadership within the early years and the provision does not meet the needs of young children. The classroom environment is untidy and unwelcoming. Where areas of learning are set up, there is a lack of care and attention to ensure that they are inviting and stimulating. For example, in the writing area dry felt-tip pens and unsharpened pencils were available for children to use. Few words or letters are displayed to support independent writing. As a result, no children chose to use this area during the inspector's visit to the classroom.
- Observations written onto the planning and assessment wall do not capture what the children are learning. They give no indication of what children need to help them to move on with their learning. As a result, the needs of individual pupils are not met.
- Learning journals show that parents are involved in initial assessments about what

children can do. Parents say they are pleased with the transition arrangements on entry. However, learning journals do not show how assessment is built on to provide next steps for learning. One child who could count and write numbers to ten in September was still working on numbers to six in November. This is because leaders are not using the information to extend and develop learning outcomes.

- The activities provided by the adults do not allow children to investigate and discover things for themselves. The learning environment limits children's natural curiosity. The way the sessions are organised makes children reliant on adults to learn. Therefore, independent learning skills are not being developed.
- Where adults lead learning sessions, children are not always actively involved in learning and do not listen. As a result, many children are not making the progress they are capable of. On too many occasions, children spent time with the teaching assistant while the teacher worked with the pupils in key stage 1.
- Relationships with parents are good. Parents are happy that their children have settled quickly into school life.



## School details

Unique reference number	121626
Local authority	North Yorkshire
Inspection number	10000974

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided (endowed)
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	28
Appropriate authority	The governing body
Chair	Mrs Helen Leslie
Interim Executive Headteacher	Mrs Susan Wass
Telephone number	01423 770586
Website	<a href="http://www.burntyates.n-yorks.sch.uk">www.burntyates.n-yorks.sch.uk</a>
Email address	<a href="mailto:admin@burntyates.n-yorks.sch.uk">admin@burntyates.n-yorks.sch.uk</a>
Date of previous inspection	17–18 November 2011

## Information about this school

- The school does not meet requirements on the publication of information about the curriculum, special educational needs and governors.
- Since the time of the last inspection there have been two headteachers. The current interim executive headteacher has been in post since 31 October 2016. She has spent a total of seven days in the school. She is also interim headteacher of Ripley School, spending two days per week at Burnt Yates. One new part-time teacher joined the school on the same day; the administrator and one of the teaching assistants are also new to the school this year.
- This village school is much smaller than most schools.
- The proportion of pupils in receipt of the pupil premium is too small to comment on.
- Most pupils are from a White British background.

- The proportion of pupils who have special educational needs and/or disabilities or with an education, health and care plan is below that found in most schools and the numbers are too small to comment on.

## Information about this inspection

- The inspector observed learning in both classes over both days. A number of lessons were observed with the interim headteacher.
- The inspector looked at work in books and on displays around the school and listened to four children read. The inspector met the school council to find out about its views and spoke to pupils. The inspector observed pupils' behaviour during breaktime, over lunchtime and in lessons.
- The inspector met with a group of governors, including the chair of the governing body and scrutinised minutes from meetings. The inspector spoke to the local authority improvement partner on the telephone and met with the senior improvement partner for North Yorkshire.
- The inspector evaluated key documents, including the previous and current self-evaluation, records of assessment, safeguarding information, action plans and a range of local authority monitoring information.
- The inspector met with the English leader and teaching assistants.
- The inspector considered the 14 parental responses to Parent View and the free text responses. No pupil or staff surveys were completed.

## Inspection team

Janet Lunn, lead inspector

Her Majesty's Inspector

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