

Burton Morewood C of E Primary School

Main Street, Burton-in-Kendal, Carnforth, Lancashire LA6 1ND

Inspection dates

20 to 21 March 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- The standard of education has declined since the previous inspection. Although pupils in some year groups are making strong progress in English and mathematics, variability in the quality of teaching limits pupils' overall progress.
- Aspects of the school's wider curriculum are disjointed. As a result, pupils do not make enough progress in science, history or geography.
- Subject leadership requires improvement. Senior leaders do not provide enough guidance for subject leaders on how to carry out their roles effectively.
- Some teachers do not provide enough opportunities for pupils to write at length and develop their writing skills and stamina.
- Senior leaders understand where the school's strengths and weaknesses lie. However, they have not taken effective action to address the variability that exists in the quality of teaching.
- The quality of teaching is inconsistent. At times, expectations for pupils' learning are too low and teachers' subject knowledge is not strong enough.
- The governing body does not have a good enough understanding of pupils' progress and attainment across subjects. As a result, it has not been able to provide challenge to school leaders in order to help ensure that pupils achieve well.
- At times, particularly in mathematics, some teachers do not use what they know about pupils' capabilities to plan learning that closely meets their needs.

The school has the following strengths

- Children get off to a good start in early years. A highly stimulating learning environment, coupled with effective teaching, helps children to make good progress from their starting points.
- Pupils' behaviour is good. Pupils are highly respectful towards each other and the adults who teach them. Pupils enjoy school and rarely miss a day.
- Leaders have secured improvements in reading. Phonics is taught well, and many older pupils read widely and often.
- The school provides many opportunities for pupils to participate in a wide range of sporting, musical and creative activities.
- Leaders ensure that pupils' personal development and welfare is given a high priority. Pupils feel safe and are well cared for.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - holding teachers to account more effectively for the quality of work that pupils produce and the progress that they make
 - developing the role of subject leaders so that they make a positive contribution to improving teaching
 - ensuring that governors have a thorough understanding of pupils' progress in all subjects.
- Improve the quality of teaching, learning and assessment across the school by:
 - raising teachers' expectations of what pupils can achieve
 - ensuring that all teachers have the required subject knowledge to teach all aspects of the primary curriculum
 - helping pupils to improve their competence and stamina in writing
 - ensuring that all teachers provide work in mathematics that challenges pupils to think hard and develop their reasoning skills
 - ensuring that all teachers make good use of information about pupils' learning to plan lessons which help pupils to deepen their knowledge, skills and understanding.

An external review of the school's use 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

Requires improvement

- The quality of education provided at the school has declined since the previous inspection. Outcomes for pupils have been variable over the last three years and reflect inconsistencies in the quality of teaching, learning and assessment. Although some recent improvements have been made, there is still too much variability in the quality of teaching and this is limiting the progress that current pupils are making across the school.
- Since his appointment, in 2017, the headteacher has introduced many changes to teachers' roles, including changes to the year groups in which they teach. Teachers told inspectors that they feel well supported and that they have regular opportunities to attend training. However, the impact of this training has not been checked closely enough and in some year groups the quality of teaching is not as good as it should be.
- Most subject leaders do not have a good enough understanding about standards in their areas of responsibility. Mathematics and English subject leaders focus too much on data rather than the quality of work that pupils are producing. Other subject leaders have failed to identify and challenge the weaknesses that exist in geography, history and science.
- The school's curriculum provision is enhanced by a range of activities that take place beyond the classroom. For example, pupils participate in residential visits and an extensive range of sporting activities. They have regular opportunities to take part in musical performances and there is also a street-dance club.
- Pupils' spiritual, moral, social and cultural development is effectively promoted through the curriculum, in whole-school assemblies and through the partnership with the local parish. Pupils learn the importance of British values, such as tolerance, and are taught about each of the major world faiths. They learn about democracy through elections for the school council.
- The additional funding for school sports is used effectively to broaden the already wide range of experiences available to pupils. The funding has also been used to increase pupils' participation in inter-school sports events.
- The school uses the additional funding to support pupils with special educational needs and/or disabilities (SEND) appropriately. Pupils are provided with good classroom support for their academic and emotional and social needs. They receive targeted teaching in small groups to develop their literacy and numeracy skills. However, the overall progress that these pupils make is affected by the inconsistencies that exist in the quality of teaching.
- Parents' views of the school are generally positive. Most parents who completed Parent View, Ofsted's online questionnaire, would recommend the school to others. The vast majority say that their children are happy and safe at the school. Although some parents raised concerns about behaviour, inspectors did not see any evidence of poor behaviour. Pupils told inspectors that behaviour is almost always good.

Governance of the school

- Governors have not been effective in holding senior leaders to account. They have not been challenging enough to school leaders about weaknesses in pupils' progress and attainment. Governors have relied on the limited information that senior leaders have provided for them to evaluate the school's performance. As a result, they have not had an accurate view of the school's effectiveness and the weaknesses that exist in teaching, learning and assessment.
- Governors understand their safeguarding responsibilities and have helped to ensure that the school's policies and procedures are fit for purpose. They make regular visits to the school to see for themselves how policies and procedures are implemented.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils say that they feel safe in school. Those who met with an inspector to discuss behaviour said that there is always a member of staff who they can speak to if they have any worries or concerns.
- Leaders ensure that appropriate checks are made on all adults who work at the school. The records of these checks are detailed, thorough and stored securely.
- Staff understand the school's safeguarding systems and know how to raise any concerns that they might have about a pupil's welfare.
- Governors are fully aware of the school's safeguarding procedures. They help to ensure that the school fulfils all statutory safeguarding duties and that all policies are fit for purpose.
- School leaders work closely with parents and other agencies, where necessary, to ensure that pupils and families receive any additional support that they need. The school's safeguarding records are well maintained and show that concerns are well documented and followed up promptly.

Quality of teaching, learning and assessment

Requires improvement

- There is too much variability in the quality of teaching across different year groups and subjects. Some teachers do not have high enough expectations of their pupils. They do not plan and teach lessons that build effectively on what pupils already know. As a result, pupils do not make the progress that they are capable of across the school.
- The teaching of writing is inconsistent. Most pupils have developed into competent writers by the time they start in Year 3. However, pupils do not make enough progress across the school. This is because some teachers do not provide enough opportunities for pupils to deepen their writing skills and develop stamina by, for example, writing at length. At times, tasks provide limited opportunities for pupils to express their ideas fully and do not build on what pupils know.
- The teaching of phonics is effective. Younger pupils who struggle with their reading are able to use their knowledge of phonics to sound out and recognise words. Older pupils,

who met with an inspector, read extremely well. They talked enthusiastically about their favourite authors and genres. Many older pupils read widely and often. One pupil said that she was 'in love' with her current reading book!

- There are some strengths in the teaching of mathematics. The work in books shows evidence of strong practice from Year 4 to Year 6. In these year groups, teachers have high expectations, good subject knowledge and regularly provide good levels of challenge in the work they set for pupils. However, elsewhere in the school many pupils spend too much time repeating similar calculations. Teachers do not set enough tasks that build on what pupils already know and that require pupils to think more deeply about the mathematics that they need to use.
- There are many strengths in the teaching of music and art. The positive experiences that pupils have in these subjects contribute greatly to their enjoyment of school. Pupils regularly sing together in music lessons, in the choir and in school productions. Physical education teaching is also a strength. Pupils have access to a broad range of sporting activities, including archery and skiing.
- There are weaknesses in the teaching of history, geography and science. In some year groups, teachers' subject knowledge is not strong enough and expectations for pupils' learning are too low. Some teachers fail to plan lessons which build on what pupils already know in these subjects. As a result, pupils do not develop the knowledge, skills and understanding that they need in these subjects as they move through the school.
- There are extremely positive relationships between teachers and pupils. Pupils develop extremely good attitudes to learning. They try their best in lessons and are keen to please their teachers. Teaching assistants also make a positive contribution to pupils' learning, particularly when supporting pupils with SEND.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are happy and feel safe in school. They are well looked after by staff and take care of one another.
- Pupils are confident, articulate and enjoy school. Pupils are polite and respectful towards one another and the adults who teach them.
- The Year 6 pupils, who met with one of the inspectors, had a good understanding of how to stay safe when working online. They knew the importance of not sharing personal information and how they should share any concerns with their parents or a trusted adult.
- Pupils are proud of their achievements. They were keen to share their positive experience of school with inspectors. For example, older pupils talked with great enthusiasm about educational visits and the range of sports clubs that are available at the end of each school day.
- Some parents expressed concerns about bullying on Parent View. Pupils who spoke to inspectors said that bullying did happen occasionally. However, they said that they would know who to go to if they were bullied and that they felt confident that any

issues would be dealt with.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in class. They develop good attitudes to learning and lessons are rarely disrupted by poor behaviour. Pupils get on well with one another and behave well at playtimes and lunchtimes.
- Pupils are confident and have good manners. During this inspection, they were courteous towards the inspectors and keen to speak to them about their school and their learning.
- Pupils enjoy school. Few pupils are absent or persistently absent and overall rates of attendance are above the national average.
- Pupils help to ensure that the school environment is well looked after. There are many high-quality displays of pupils' artwork in classrooms and corridors and rarely any litter.

Outcomes for pupils

Requires improvement

- Outcomes have declined since the previous inspection. The proportion of pupils who achieved the expected standard in reading, writing and mathematics at the end of key stage 2 was below the national average in two of the last three years. Inspectors saw signs of improvement in the work in pupils' books in some classes. However, the overall progress that pupils are making in English, mathematics and subjects across the curriculum is not strong enough.
- Pupils' written work is of variable quality across the school. Pupils learn the basic aspects of writing well. The proportion of pupils who achieved the expected standard at the end of key stage 1 was broadly average in 2018. However, inspectors found little evidence of pupils making strong progress in key stage 1 or key stage 2. There were few pieces of extended writing in pupils' books and, in some year groups, low expectations regarding pupils' use of grammar, punctuation and spelling.
- Most pupils develop a secure understanding of the basic skills they require in mathematics. In most year groups, pupils are regularly challenged to use these skills to think more deeply about the mathematics they are using. However, in some year groups pupils spend too much time completing work that they already know how to do. This limits the progress that pupils make as they move through the school.
- Pupils make steady gains in the early years and key stage 1 in reading. The proportion of pupils who reach the expected standard in the Year 1 phonics check fell below the national average in 2018. However, current pupils are making stronger progress. Staff also provide good support for pupils who have struggled with this aspect of their learning and most pupils are now making strong progress.
- An above-average proportion of pupils achieved the expected standard in reading at the end of key stage 1 in 2018. Although standards in reading were below average at the end of key stage 2, inspectors saw clear signs of improvement. There has been a strong focus on reading and older pupils are now reading more regularly and receiving

greater challenge during lessons.

- The progress of pupils across the wider curriculum is inconsistent. This is because of the variation in the quality of teaching and in teachers' subject knowledge. Pupils make strong overall progress in music, art and physical education. However, in history, geography and science progress is variable across the school.
- The progress that pupils with SEND make is affected by the weaknesses in teaching, learning and assessment. This limits the impact of additional funding on the outcomes achieved by these pupils.

Early years provision

Good

- Children start at the school with skills and abilities which are at, and sometimes above, those typical for their age. The quality of teaching is good, and children make strong progress across all areas of learning. As a result, children are well prepared for the next stage of their education when they start in Year 1.
- The early years is well led. Over the past twelve months, leaders have worked effectively to incorporate a Nursery class into the school's early years provision. During this period, leaders have worked closely with the early years team to ensure that staff have a good knowledge of each child and their individual needs. As a result, children of all abilities have been provided with good support and have developed positive attitudes to learning.
- Leaders ensure that there is a smooth transition between home and school. Parents are supportive of the school and told inspectors that they feel fully involved in their children's learning. They value the good communication that exists between home and school. Parents and children particularly enjoy the 'Mystery Visitor' events, when parents or relatives are invited into the early years to talk to children about the world of work or another topic they have chosen.
- Learning areas are bright, vibrant and exciting. Each day staff provide a wide selection of challenging activities for children that help them to build on what they already know. Recent improvements to the outdoor areas are used well by staff to provide a wide range of learning activities, including those that develop children's physical skills.
- The teaching of early mathematics is particularly effective. Children develop a good understanding of number. Inspectors saw children recognising numbers on a dice without counting and accurately using the vocabulary involved in adding and subtracting when discussing number games with their friends.
- Children develop strong language and communication skills. Staff use questioning well and encourage children to give full answers when they are asked questions. Staff regularly provide activities that encourage children to speak and interact with each other.
- Children are happy, safe and well cared for in the Nursery and Reception classes. Staff are attentive to their needs and monitor children's progress closely. Leaders have ensured that all safeguarding and welfare requirements are met.

School details

Unique reference number	137537
Local authority	Cumbria
Inspection number	10086868

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	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair	Michael Fishwick
Headteacher	Richard Wilson
Telephone number	01524 781 627
Website	www.burtonmorewood.cumbria.sch.uk
Email address	head@burtonmorewood.cumbria.sch.uk
Date of previous inspection	8 to 9 July 2014

Information about this school

- Burton Morewood is much smaller than the average-sized primary school.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of pupils with SEND is above the national average.
- The proportion of pupils with an education, health and care (EHC) plan is above the national average.
- The proportion of pupils known to be eligible for support through pupil premium funding is considerably lower than the national average.
- Children attend the Reception class full-time. Most children attend the Nursery class part-time.
- The school recently opened a new Nursery class that provides places for up to 28

children on a part-time basis.

- The school provides an Anglican education for pupils between two and 11 years of age. This aspect of the school's provision was judged 'outstanding' at the school's most recent section 48 inspection, which took place in February 2015.

Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes. Some of the observations were conducted jointly with the headteacher or deputy headteacher.
- Inspectors looked at school documentation, including the school improvement plan, the school’s self-evaluation document, minutes of governing body meetings and safeguarding records.
- Inspectors met with the headteacher and deputy headteacher. They also met with early years leaders, the SEND leader and subject leaders for mathematics and English.
- The lead inspector met with six governors, including the chair of the governing body. He also spoke with representatives from local authority and the diocese.
- Inspectors scrutinised pupils’ work in subjects across the curriculum.
- Inspectors met with members of the teaching staff to talk about safeguarding and the school’s leadership.
- Inspectors observed pupils’ conduct during breaktimes and lunchtimes.
- Inspectors met with groups of pupils to listen to them read and discuss behaviour and other aspects of school life. Inspectors also spoke with many other pupils informally.
- The inspector took account of the 86 responses to Parent View, Ofsted’s online questionnaire.

Inspection team

Paul Tomkow, lead inspector	Her Majesty’s Inspector
Tim Lucas	Ofsted Inspector
Naomi Taylor	Her Majesty’s Inspector

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