

# Burneston Church of England VA Primary School

Burneston, Bedale, North Yorkshire DL8 2HX

## Inspection dates

4–5 June 2019

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leadership capacity has been limited. Consequently, some aspects of the quality of teaching and pupils' outcomes have slipped. There are currently interim arrangements at both senior and middle leadership levels.
- The quality of teaching is variable, particularly in writing and mathematics. Teachers do not consistently plan to effectively meet pupils' needs in these subjects. Occasionally, the deployment of teaching assistants has a limited effect on pupils' learning.
- Over time, pupils' progress in mathematics has not been strong enough in key stage 2. There is emerging evidence that this is beginning to improve. Current pupils' progress in writing is not consistently good across year groups.
- Disadvantaged pupils' progress is not strong enough, particularly in reading and writing.
- Interim arrangements for leadership of English and mathematics have had variable effect on improving these subjects.
- Leaders' self-evaluation judgements about the quality of teaching and pupils' outcomes are too positive. The improvement plans do not fully address all the school's priorities.
- Governors have a broad overview of the school's strengths and priorities. However, they have not held leaders sufficiently to account for aspects of self-evaluation, pupils' outcomes and the effectiveness of the use of additional funding.

### The school has the following strengths

- The acting headteacher has provided leadership stability. As a result, some improvements to the quality of teaching of mathematics, safeguarding arrangements and pupils' attendance are emerging.
- Leaders have ensured that children in early years generally make good progress. Children settle quickly into the school's routines in this nurturing, supportive provision.
- Pupils' personal development and welfare is strong. Pupils develop into caring, thoughtful and tolerant young people.
- Pupils behave well in lessons. At playtimes and lunchtimes, they socialise well with their peers. However, pupils' overall attendance remains below that of similar schools.
- Parents and carers have a very positive view of the school. They appreciate the school's nurturing ethos.

## Full report

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

- Improve the quality of teaching and learning by:
  - embedding the improvements in mathematics so that the proportion of pupils working at expected and higher standards continues to improve in all year groups and ensuring that pupils' mathematical reasoning skills are fully developed
  - reinforcing improvements to the teaching of writing so that pupils' progress is consistently good in all year groups and that the proportion working at the expected standards and greater depth increases
  - ensuring that disadvantaged pupils make at least good progress in reading and writing
  - deploying teaching assistants effectively to ensure that they affect pupils' learning more consistently.
- Strengthen the capacity of leadership so that the quality of teaching, learning and assessment and pupils' progress improve by:
  - sharpening the school's self-evaluation and improvement plans
  - strengthening the skills and capacity of middle leaders, particularly for English and mathematics
  - developing the role of governors so that they hold leaders to account effectively, including for pupils' outcomes and the effective spending of additional funds
  - continuing to provide support for the headteacher designate so that they can make a prompt start in the role.
- Further develop the quality of children's learning in the early years by:
  - ensuring that the curriculum deepens children's learning, particularly when they are choosing learning activities.
- Further improve pupils' attendance levels, including for disadvantaged pupils, by:
  - maintaining the school's focus to encourage good attendance, including for disadvantaged pupils, and reduce the numbers of pupils who have persistent absence
  - successfully implementing recommendations identified in the local authority review of attendance.

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

### Requires improvement

- Since the previous inspection, a degree of turbulence and changes to leadership have resulted in a reduction in leadership capacity. Consequently, some standards, in relation to the quality of teaching and pupils' outcomes, have slipped. The acting headteacher, who has also taken interim leadership responsibility for mathematics, has stabilised the situation. His actions, appropriately supported by the local authority, have brought improvements to the teaching of mathematics, safeguarding arrangements and, to a certain extent, pupils' attendance.
- Leaders' self-evaluation generally identifies the school's priorities accurately. However, it is not clear enough about where leadership capacity needs to improve. Some judgements, in relation to the quality of teaching and pupils' outcomes, are too positive. Similarly, the school's development plan covers many of the school's key priorities, such as improving writing. However, some aspects, such as further improving attendance or embedding the developments in mathematics, do not have enough emphasis.
- Staff have responded positively to the developments in school and the training opportunities. Responses to the staff survey show that staff believe that leaders use professional development to encourage, challenge and support staff improvement.
- The current subject leader for English is fulfilling the role on an interim basis. Supported by the local authority, she has started to implement changes to improve the quality of writing. This is beginning to have an effect, but this work is not fully embedded. Pupils' outcomes in this aspect are still variable across the school.
- The acting headteacher is providing interim leadership for mathematics. Again, with support from the local authority, there have been some improvements in the quality of teaching in this subject. However, these improvements are not fully embedded across the school.
- This academic year, the acting headteacher has arranged for the two part-time teachers to have subject-specific responsibility for the teaching of mathematics and English in the key stage 2 class. This has drawn on the expertise of these teachers, with the aim to improve the quality of teaching in these subjects. There is emerging evidence that this is having a positive effect.
- Leaders with responsibility for special educational needs have ensured that suitable plans are in place for pupils with special educational needs and/or disabilities (SEND), where these are required. Provision in school is well matched to the outcomes intended in these plans. Consequently, leaders and staff help these pupils achieve the best possible outcomes.
- Leaders have established a suitable curriculum to meet the needs of pupils in the two mixed age classes. Educational visits and visitors widen pupils' experiences and enrich the curriculum effectively. Recent developments to the mathematics curriculum are improving pupils' number knowledge and fluency. Developments to the English curriculum, particularly in writing, are not fully embedded.

- A before-school breakfast club and after-school activities, such as cross country and swimming tournaments, further develop pupils' social skills and interests. Residential visits successfully develop pupils' cultural understanding and their self-confidence.
- Leaders spend pupil premium funding with variable effect. Enrichment activities, such as supporting residential and curriculum visits, help disadvantaged pupils' personal and cultural development. Additional staff and resources help to accelerate the learning for these pupils in subjects such as mathematics. However, current disadvantaged pupils' progress and attainment in reading and writing are not strong enough. While there is emerging evidence that the attendance of these pupils is improving, this remains below that of others nationally and in school. Specific provision helps disadvantaged pupils with social and emotional needs where needed. This helps with their readiness to learn.
- Leaders make effective use of the primary physical education (PE) and sport premium funding. Additional provision for swimming is provided to enable every pupil to swim regularly throughout the year. Consequently, by the end of Year 6, all pupils develop swimming confidence and proficiency. Pupils have opportunities to engage in a range of competitions and a wider range of sports. They are rightly proud of their achievements, which are celebrated in the school's newsletters.
- The local authority has appropriately targeted support to assist the school in improving the quality of teaching in English and mathematics. Support to check school improvement, alongside the acting headteacher, has added capacity to monitor the school's actions to address its priorities. Overall, the school has made effective use of this support.

### **Governance of the school**

- The chair of governors is developing her knowledge of the school's strengths and areas for improvement through regular meetings with the acting headteacher. However, while there is emerging evidence of governors' challenge to leaders, over time, governors have not held leaders carefully to account for pupils' outcomes or the effectiveness of additional funding.
- Governors have successfully appointed a substantive headteacher to start in September 2019. They have put in place suitable arrangements to secure a smooth transition between the acting headteacher and the headteacher designate.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders, staff and governors give a high priority to keeping pupils safe. There is a strong culture of safeguarding across the school. Leaders recently commissioned an external safeguarding audit by the local authority. The acting headteacher has fully addressed the identified areas for improvement in the audit report. The leadership team has ensured that all safeguarding arrangements are fit for purpose.
- Leaders complete careful safeguarding checks for all staff, governors and volunteers to ensure that they are suitable to work with children. Staff receive regular and appropriate training. Annual safeguarding training and regular updates at staff

meetings ensure that staff know and follow the school's procedures to keep pupils safe.

- Parents' responses to the Ofsted online survey, Parent View, show that all parents who responded believe their children feel safe at the school.

## Quality of teaching, learning and assessment

**Requires improvement**

- The quality of teaching, learning and assessment is variable, and this results in pupils making inconsistent progress, particularly in writing and mathematics. Leaders have established appropriate support from the local authority, which is beginning to address this priority.
- Staff have received training to further develop their skills in teaching mathematics and writing. This is beginning to have a positive effect in both these subjects. However, there is still some inconsistency of approach and pupils' outcomes in writing, in particular, are not consistently good across all year groups.
- In mathematics, teachers are more successful when teaching number and, to a certain extent, problem solving. However, the teaching of reasoning is less evident. Sometimes, the work is not matched to younger pupils' needs effectively. Occasionally, pupils are covering work where they have demonstrated secure knowledge, or where they are not fully ready to tackle this learning.
- Teachers provide pupils with a range of opportunities to write, edit and improve their writing. Class books raise the profile and encourage writing for an audience. However, at times, teachers do not demonstrate clear enough models and examples to support pupils' responses. At times, resources to support pupils' writing are not well matched to their needs. As a result, some most-able pupils' responses are set a ceiling, while less-able pupils do not have the structure to make a prompt start.
- Pupils receive regular phonics teaching from starting in Reception. Consequently, pupils gain strong phonics knowledge, which they use successfully when reading and writing.
- Teaching of reading is strong. Teachers successfully plan regular reading in school. This is reinforced by reading a range of school library books, guided reading and reading books at home. Consequently, pupils develop strong reading skills and a love of reading. Leaders have developed the quality of reading stock and raised the profile of reading through strategies such as the 'homework reading challenge'.
- Relationships in lessons are very positive. Adults and pupils relate well to one another. Pupils cooperate well in pairs or small groups. However, while teaching assistants are supportive of pupils, their effect on learning in lessons is variable. At times, they do not identify where pupils need support promptly, and opportunities to address pupils' learning needs are sometimes missed.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's curriculum, positive ethos and teaching in collective worship promote

pupils' personal development well. Community collective worship, which the school invites parents to attend, celebrates pupils' achievements in school and beyond. Parents appreciate this participation in school life and involvement with their child's learning. Several parents commented on how they found staff to be friendly, helpful and welcoming.

- Opportunities such as the school council and teaching about environmental issues, for example the importance of recycling, develop pupils' understanding of how to be a good citizen and to make positive contributions to society. Teachers use educational visits and residential visits to successfully widen pupils' horizons, enhance their self-esteem and enrich their cultural experiences. Developing links with a school in Ghana helps pupils gain a global understanding.
- The school meets pupils' physical and emotional needs effectively. Before-school breakfast club provides a positive start to the day and after-school clubs encourage pupils to lead active lifestyles. The school's personal, social and health education curriculum supports pupils' personal development. Staff provide additional support to pupils who need further guidance to nurture their social and emotional needs.
- Pupils have a good understanding of the different forms that bullying can take. They do not believe there is any bullying at the school and they are confident that staff will support them with any concerns they may have. School records show that there are no incidents of reported bullying.
- The school's curriculum helps pupils to understand how to stay safe. For example, pupils receive regular lessons on e-safety which teach them strategies for staying safe online.

## Behaviour

- The behaviour of pupils is good.
- In the main, pupils behave well in lessons. They cooperate well when working with their peers and they work diligently on independent tasks.
- During playtimes and lunchtimes, pupils play games sensibly and socialise well with their friends. There is an extensive range of equipment, including an outdoor gym, available for pupils to play with. Suitable supervision by adults ensures that pupils are safe and pupils know that they have adults to turn to if they have any concerns.
- Leaders' recent actions are bringing about improvements in pupils' attendance. Leaders have also sought external advice from the local authority and are following up on the recommendations. However, attendance remains below that of schools in similar contexts and there are too many pupils with high levels of absence.

## Outcomes for pupils

## Requires improvement

- Outcomes for pupils require improvement because, in some year groups, current pupils do not make good progress in writing. Too many are working below the standard expected for their age. Furthermore, while there is evidence of recent improvements to pupils' outcomes in mathematics, in the previous two years, too few pupils left Year 6

at the expected standard in this subject.

- The proportion of disadvantaged pupils is small. These pupils make variable progress. As with other pupils, recently they have demonstrated improved progress in mathematics. However, their progress in reading and writing is not as strong.
- Similarly, the proportion of pupils with SEND in the school is small. These pupils generally make good progress in reading, writing and mathematics. Appropriate plans and additional support are in place to help these pupils develop well academically and socially.
- Pupils' phonics attainment has been consistently high over the past four years. In 2018, all pupils achieved the expected standard in the national phonics screening check at the end of Year 1.
- Staff provide a range of opportunities for pupils to read widely. This helps pupils to develop their reading skills and comprehension and widens their vocabulary. Pupils from Year 2 and Year 6 read with confidence to the inspector.
- The number of pupils leaving Year 6 for secondary school varies substantially year on year. While the current cohort appears well prepared for starting secondary school, the average proportion of Year 6 pupils achieving expected levels in reading, writing and mathematics across the previous three years has been below the national average. Consequently, pupils have not been consistently well prepared academically for starting their next stage of education.

### Early years provision

**Good**

- Generally, children start in the early years with skills which are typical for their age. In 2018, the proportion of children who achieved a good level of development by the end of the Reception Year was above the national average. Some children also exceeded the expected standard in areas such as reading, writing and mathematics. Consequently, children are making strong progress and most children are well prepared for learning in Year 1.
- In this small school, the early years children in the Reception Year are taught in a class alongside Year 1 and Year 2 pupils. Staff have ensured that there are specific classroom areas and outdoor learning spaces to meet the needs of Reception children and ensure suitable coverage for the early years curriculum.
- Improvements in assessment arrangements enable all staff to contribute to identifying children's progress and next steps in learning. Recent moderation by the local authority shows that staff assessments are accurate overall.
- There is an effective balance of adult-led teaching and opportunities for children to choose activities to enhance their learning. However, sometimes, when children choose activities, the level of curriculum challenge does not support the deepening of learning sufficiently to enable the most able children to work at higher than expected standards.
- Leaders have a clear understanding of the strengths and areas for improvement in Reception. They have clear plans for improvement, which are carefully checked for progress. This ensures the ongoing development in this area of the school.

- Reception staff provide children with clear expectations for behaviour and routines in the early years. They have created a supportive and nurturing environment. Consequently, children settle quickly into school, they cooperate well and are kind to one another. Staff sensitively encourage older pupils in the class to help the younger children grow in confidence and to develop good behaviours.
- Partnerships with parents are strong. Reception staff complete visits to children's homes and nursery settings prior to children starting school. Parents appreciate the communication and support of Reception staff. Children's achievements, both in school and at home, are well recorded in children's learning journals.
- Children feel safe and secure. Safeguarding is effective, and the school meets all welfare requirements.



## School details

Unique reference number	121619
Local authority	North Yorkshire
Inspection number	10087635

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair	Claire Smith
Acting Headteacher	Gavin Hayman
Telephone number	01677 423183
Website	<a href="http://www.burnestonceprimaryschool.co.uk">www.burnestonceprimaryschool.co.uk</a>
Email address	<a href="mailto:admin@burneston.n-yorks.sch.uk">admin@burneston.n-yorks.sch.uk</a>
Date of previous inspection	June 2015

## Information about this school

- This school is much smaller than the averaged-sized primary school.
- The vast majority of pupils at the school are White British.
- The proportion of pupils eligible for support through the pupil premium funding is below that found nationally.
- The proportion of pupils with SEND is below that found nationally.
- The proportion of pupils with an education, health and care plan is above that found nationally.
- At the time of the inspection, there was an acting headteacher. Governors have appointed a substantive headteacher to start September 2019.
- The school has received support from the local authority to assist with improving the quality of teaching, learning and assessment and leadership capacity for checking for

improvement.

- This Church of England voluntary aided primary school's last section 48 inspection was in January 2019.

## Information about this inspection

- The inspector observed learning in lessons and part-lessons across the school. The acting headteacher joined the inspector for observations in lessons.
- Meetings were held with the acting headteacher, the SENCo, the subject leaders for English and mathematics and the leader of the early years.
- The inspector held a telephone conversation with the chair of the governing body, and reviewed documents relating to the work of the governing body.
- The inspector met with a representative from the local authority.
- Six pupils in total, from Year 2 and Year 6, read their reading books to the inspector and discussed how the school supports their reading development.
- The inspector took account of the 17 responses to Ofsted's online parent survey, Parent View, and the nine free-text parent responses. He met with a small number of parents at the beginning of the school day. Consideration was given to the seven responses to the staff survey.
- The inspector observed the school's work and looked at several documents, including information about pupils' achievement, the school's evaluation of its own performance and its development plans. He reviewed records of behaviour and attendance, and information relating to safeguarding. He scrutinised samples of pupils' work in their books.

## Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

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