

# Inspection of a good school: Burton Agnes Church of England Voluntary Controlled Primary School

Rudston Road, Burton Agnes, Driffield YO25 4NE

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Inspection dates:

20 July 2021

## Outcome

Burton Agnes Church of England Voluntary Controlled Primary School continues to be a good school.

## What is it like to attend this school?

All staff in this small village school share the same determination that every child achieves their full potential. Pupils thrive in the school's nurturing environment.

The support pupils receive at this school is carefully tailored to their specific needs. Staff ensure that all pupils have access to a good education. The well-considered curriculum that pupils currently receive would benefit from greater refinements to ensure it is as effectively planned and implemented as possible. This, in turn, will support pupils' learning even more successfully. Pupils with additional needs are well supported by the school's knowledgeable special educational needs and/or disabilities coordinator (SENCo).

Pupils are happy to come to school. They feel safe and well cared for. This is reflected in their good attendance. All members of staff have high expectations of behaviour. Pupils listen well to instructions and to each other. The school's Christian ethos allows each child the chance to shine and develop. The school is a haven of peace characterised by respectful relationships and the gentle support shown by adults. Pupils say bullying is very rare. When there are any issues, pupils are confident staff sort things out quickly.

Parents have a high regard for this school. All parents spoken with were overwhelmingly positive about the school. They described Burton Agnes as welcoming and warm, sharing how their children 'flourish' here.

## What does the school do well and what does it need to do better?

Reading is of great importance at Burton Agnes. Leaders are passionate that every child becomes a successful reader. There is shared agreement that reading opens the door to successful, lifelong learning. The school's approach is strong; leaders have worked to

devise a solid scheme. Consequently, pupils do well. Adults encourage rich language and vocabulary development. As a result, pupils are articulate. Pupils participate in conversations with adults and peers with knowledge and understanding.

Leaders have empowered subject leaders to construct a meaningful and interesting curriculum. Subject leaders are currently working collaboratively with teachers to ensure that all curriculum plans will become effectively sequenced and delivered. It is their intention that pupils across school will know more, remember more and be able to do more. Subject leaders and teachers are clear about their pupils' prior learning and know what they need to learn next. Leaders aim to enhance planning documents further with the key knowledge and vocabulary for each teaching unit in the form of 'knowledge organisers'.

The early years and foundation stage (EYFS) leader is both passionate and knowledgeable about this phase. Leaders are adopting the new EYFS framework from September 2021, but have already begun making some adaptations this year in readiness. Early years children delight in the motto, 'We may be small, but we are the best of all.' Most EYFS children are ready for the next stage of their education. Leaders plan to provide further support for children who require it as they move into Year 1.

The needs of pupils with special educational needs and/or disabilities (SEND) are well met. The school's SENCo works with teachers and parents to create plans that show how pupils should be supported and the learning they are working towards. Leaders have implemented useful pre-teaching sessions. Pupils attend these each day in readiness for future learning. This results in confident pupils who feel well prepared. As a result of well-planned support throughout school, pupils with SEND achieve well.

Leaders have high expectations for pupils' behaviour. Pupils understand these expectations, they follow school rules and clearly articulate the rewards and sanctions used. Pupils say that bullying rarely happens in this school. Nevertheless, leaders keep detailed records of such instances and work closely with pupils and their families to restore good relationships. Pupils in class three spoke about boisterous behaviour when pupils play football at breaktimes. Leaders have actively supported pupils in learning how to play fairly.

Leaders and governors place high importance on the ways in which the school, through its deeply Christian ethos, supports pupils' personal development. Pupils are provided with a broad range of opportunities to develop their talents and interests. Numerous after-school clubs, usually provided by the school, have not taken place recently. However, to mitigate this, leaders have continued to enhance the curriculum with trips in the locality and further afield.

All staff are proud to work in the school. They say that leaders consider their well-being. Staff say they are one big family, where everyone supports one another.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise the safeguarding of all pupils. Leaders ensure that timely, early support prevents any emerging issues from escalating. Governors are instrumental in supporting leaders in this work. They are well trained and challenge and support school leaders appropriately. The school's personal, social and health education curriculum develops pupils' personally and shapes responsible and empathic citizens. Responses to the pupil survey show that pupils know teachers will listen to any worries they might have. Staff are well trained and knowledgeable. They have a detailed knowledge of local risks. The school has well-trained safeguarding leads who competently support staff and advise as necessary.

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

### **(Information for the school and appropriate authority)**

- Leaders need to share their clear and purposeful intentions for the implementation of phonics and early reading. This will enable leaders and governors to monitor and evaluate the impact of the school's chosen approach.
- Subject leaders must ensure that the curriculum clearly sets out what pupils should learn and in what order. This should include the key vocabulary they wish pupils to develop. This will allow teachers to consistently deliver learning that is carefully planned and will support pupils in achieving ambitious outcomes.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 23 February 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	117973
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10195715
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrea Lister
<b>Headteacher</b>	Helen Jameson
<b>Website</b>	<a href="http://www.burtonagnesprimaryschool.co.uk">www.burtonagnesprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	23 February 2016, under section 8 of the Education Act 2005

## Information about this school

- Burton Agnes Church of England Voluntary Controlled Primary School is part of the diocese of York's family of schools.
- This school is smaller than the average-sized primary school.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- We met with the headteacher, the SENCo, curriculum leaders and a range of staff and pupils. We spoke with members of the governing body and a representative of the local authority.
- We looked closely at the quality of education in early reading, mathematics and history. This involved speaking with leaders, pupils and staff, visiting lessons, listening to pupils read and reviewing samples of pupils' work.
- To evaluate the effectiveness of the safeguarding arrangements in the school, the lead inspector met with the designated safeguarding lead to discuss the school's policies

and procedures. During these meetings, records were scrutinised, including those relating to the safer recruitment of staff. Case files were sampled to explore how the school identifies and supports pupils at risk of harm. We also spoke with a range of pupils and staff to evaluate the school's safeguarding culture.

- The views of staff were considered from conversations and 10 responses to Ofsted's online staff survey.
- An inspector spoke to some parents at the start of the inspection. The 28 responses to Ofsted's Parent View, including written responses, were taken into account.

### **Inspection team**

Marcus Newby, lead inspector

Her Majesty's Inspector

Alison Stephenson

Her Majesty's Inspector

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