

Inspection of Burley Oaks Primary School

Langford Lane, Burley-in-Wharfedale, Ilkley, West Yorkshire LS29 7EJ

Inspection dates: 14 and 15 June 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

This is an extraordinary school. It is filled with happy children who eagerly embrace the many opportunities that leaders have skilfully developed. The rich and ambitious curriculum ensures that pupils' emotional well-being is developed exceptionally well alongside their excellent academic achievement.

Leaders have ensured that all pupils access a wealth of opportunities, such as visitors, trips, viewing artefacts and much more. All of these are carefully chosen to bring learning to life and to develop pupils' wider understanding of the world around them. Music is cleverly used across the school to both ignite a passion for this subject, as well as to enhance wider learning.

Pupils behave exceptionally well in lessons and around school. They listen attentively to their teachers and are highly focused on their learning. This includes in the early years, where children know the importance of rules and routines and learn how to concentrate.

Pupils' confidence and resilience increases through leadership positions, such as the school council. Other pupils are well-being ambassadors, working with school leaders to support the focus on mental and emotional health. Pupils actively undertake work to support the community, including regular contact with the local care home.

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

Leaders have designed an impressive curriculum that is ambitious and exciting for pupils. Subject leaders have clearly identified the important knowledge that they want pupils to know and remember. This includes in the early years. Teachers help pupils connect their knowledge between different topics and different subjects. This helps pupils to deepen their knowledge and understanding.

Leaders and staff have an absolute focus on developing a love of reading, right from when children join the school. Well-trained teaching staff ensure a consistent approach to how children learn to read and write. Those pupils who need additional help benefit from effective support. As a result, all pupils quickly learn to read. Leaders have ensured that this early love of reading is nurtured and developed throughout the school. Teachers skilfully use rich and diverse texts in all subjects, including the wider personal, social and health education (PSHE) curriculum. This broadens and deepens pupils' academic knowledge as well as their understanding of what it means to be a good citizen. Pupils talk with enthusiasm about what they are reading.

Leaders know that their teaching staff are one of their strongest assets. Leaders have ensured that all staff receive the training and support they need. As a result, teaching staff are highly skilled. Teaching assistants are able to specialise in areas of

expertise and interest. The impact of their work is evident in the classroom and in the wider activities of the school. Teaching staff use questioning effectively, to find out which pupils need more support. This includes in the early years, where staff monitor carefully how well children are learning the intended curriculum. There are same-day interventions for those who need more individualised help. Pupils with special educational needs and/or disabilities (SEND) are well known to teaching staff. The support pupils with more complex needs receive from staff is exceptional. As a result, these pupils are immersed in their learning alongside their peers. All pupils, including those with SEND, achieve highly.

Leaders have ensured that all staff and pupils have consistently high expectations of themselves and of each other. This starts in the early years provision, where children take turns with resources and learn how to develop caring and kind relationships. These positive behaviours are developed further across the school and lead to a consistently respectful school culture. Pupils are thoughtful and kind. Bullying is very rare. However, pupils know that staff would act swiftly to sort out any such concern.

The work that leaders have done to develop their highly effective PSHE and personal development curriculum is inspirational. The rich programme of learning ensures that pupils have a strong understanding of a range of important issues. Pupils know the rights that we all have, including those people with protected characteristics. Pupils are adamant that it is 'ok to be different'.

Leaders at all levels are highly strategic and firmly focused on ensuring that every pupil is supported to succeed. The governing body has a wealth of experience, knowledge and the right skills to hold leaders rigorously to account. As a result, governors are highly effective 'critical friends'. They check carefully that leaders are taking the right actions at the right time, with the best interests of pupils in mind. Staff are rightly proud to work at this inclusive school. They are well supported by the school's leaders, who have consideration for staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff receive regular training about safeguarding. There are regular reminders of important messages and quizzes to check staff knowledge. Staff know the risks that pupils face and the signs that suggest a pupil may be at risk of harm. Staff report any concerns promptly. Leaders take swift action, which is carefully documented, to help keep pupils safe.

Pupils are taught what they can do to keep themselves safe, including when online. Leaders have ensured that there are regular opportunities for pupils to discuss a range of safeguarding risks. Pupils are confident to report any concerns they have and know that all staff would act quickly to help them.

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 information from Ofsted Parent View 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.

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

Unique reference number	132221
Local authority	Bradford
Inspection number	10211876
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair of governing body	Christine Smith
Headteacher	Claire Lee
Website	www.burleyoaks.co.uk
Dates of previous inspection	1 and 2 November 2007, under section 5 of the Education Act 2005

Information about this school

- This school is larger than an average-sized primary school.
- The school does not make any use of any alternative providers.
- The school has a number of awards and accreditations. These include being accredited as an Inclusion Centre of Excellence and achieving a gold level spiritual, moral, social and cultural development quality mark award.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, other senior and subject leaders and staff. Inspectors also met the chair of governors and other governors.
- The lead inspector met with a representative of the local authority.
- Inspectors carried out deep dives in reading, science, music and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors heard pupils read.

- Inspectors scrutinised safeguarding records and wider safeguarding policies and documentation. They spoke with staff about how they keep children safe.
- The views of parents were considered through the responses to the Ofsted Parent View questionnaire and through talking with parents outside the school, as well as through telephone conversations held with some parents. The views of pupils were considered through responses to Ofsted's pupils' survey, as well as through meetings held with pupils.
- The views of staff were considered through meetings held with staff and from the responses to Ofsted's questionnaire for staff.

Inspection team

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