

# Inspection of a good school: Burton Green Church of England Academy

Hob Lane, Burton Green, Warwick Road, Leek Wootton, Warwickshire CV8 1QB

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Inspection date: 5 July 2022

## Outcome

Burton Green Church of England Academy continues to be a good school.

## What is it like to attend this school?

Pupils thrive in this friendly, welcoming, small school. Staff know pupils well and care about them. This helps pupils to feel safe. There is a strong family feel. Pupils are enthusiastic, eager to learn, polite and well mannered.

Pupils behave very well in lessons and at social times. Pupils do not see bullying as an issue. They express views such as, 'We've not heard of any of that here.' They are confident that staff quickly deal with any such issues or worries.

Pupils enjoy opportunities to join clubs such as the Spanish or cookery club. As part of the 'Glow Team', they also take on responsibilities as school council or eco-team members. Pupils are proud of their school and the way they work and play together. Pupils in Year 6 enjoy being 'buddies' to children in Reception. They enjoy working together at the start of the year to paint a stone placed around the Peace Tree, 'It means we are part of the school for ever.'

Leaders have high expectations and are determined for all pupils to reach their full potential. Parents think highly of the school, leaders and staff. They value the care, education and nurture that their children receive.

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

Leaders have high expectations. They have designed a curriculum that is ambitious, broad and well structured. Staff subject knowledge is secure. They complete high-quality training that enhances this knowledge. Pupils work hard and aim high. Pupils are well-prepared for the next stage of their education by the time they leave the school.

All pupils, including those with special educational needs and/or disabilities (SEND), join fully in school life. Everyone has an opportunity to flourish. As a result, pupils are confident and articulate. They feel they can be successful in life. Pupils with SEND do well. Leaders quickly and accurately identify their needs and provide targeted support to

ensure these pupils feel secure and achieve well. Parents of pupils with SEND value the support their children receive.

Reading is a key priority. Leaders ensure that all pupils read well and develop a love for reading. Pupils practise reading in books closely matched to their abilities. Phonics lessons start from the moment children join Reception. Staff know how to teach the subject well. They make regular checks of the letter sounds that pupils know and can read. Pupils who find reading more difficult receive focused support. This support helps them learn to read with fluency and enjoyment.

Leaders have developed a well-planned mathematics curriculum that suits the needs of all pupils. Mathematics is a strength of the school. Mathematics starts in the Reception/Year 1 class, where pupils talk about mathematics using a wide range of accurate vocabulary. Pupils develop strong calculation and problem-solving skills. They have a secure understanding of mathematical concepts. Pupils enjoy mathematics and achieve very well by the end of Year 6.

Leaders have put in place clear, coherent plans for subjects such as design and technology (DT), music and art. Staff follow these plans and know how to teach these subjects well. Pupils build up a bank of knowledge and skills by learning the planned curriculum. However, leaders have not thought precisely enough about how pupils will recognise what specific learning relates to each subject. This means pupils do not always securely recall what subject content they have learned.

Pupils have a clear understanding of what it means to be a good citizen in modern Britain. They understand how to share their views, take turns and celebrate their own and others' uniqueness. They are confident and self-assured. They readily support charities and care for their environment and the wider world. Leaders arrange opportunities for visitors, such as The Dogs' Trust and a war veteran, to work with pupils. These opportunities enhance pupils' understanding of the world in which they live. They welcome new pupils to the school. As one pupil said, 'Anyone who joins our school is a new friend for us to get to know.'

Staff feel proud to work at the school. They work well as a strong team. They value the support they receive across the federation and from the multi-academy trust (MAT). Governors regularly visit the school and use pupil and staff voice to check that the school's provision meets their expectations.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe in school. They learn how to keep safe through lessons and visitors such as the fire service, road safety teams and bikeability schemes. In addition, pupils learn to keep safe when using the internet.

Leaders and staff know pupils and families extremely well. They quickly identify and record signs of concern. They tenaciously follow up on any issues to ensure that pupils are safe.

The trust and leaders complete and record the required pre-appointment checks on staff and visitors before they join the school. Leaders and governors ensure that they, and all staff, complete high-quality safeguarding training.

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

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

- In some subjects, the essential subject knowledge is not set out within the topic plans as clearly as it could be. This limits pupils' understanding of subjects as individual disciplines. Leaders should ensure that the key knowledge and skills pupils are expected to know and understand are set out clearly in all subjects.

## **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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Burton Green C of E Primary School, to be good on 25 and 26 February 2014.

## **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

<b>Unique reference number</b>	145391
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10227733
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Paula Whitfield
<b>Headteacher</b>	Andrew Morris
<b>Website</b>	<a href="http://www.burtongreen.covmat.org">www.burtongreen.covmat.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a smaller than average primary school.
- The school does not use any alternative provision.
- The school is a Church of England faith school. Its religious character was last inspected in June 2018.
- The school operates before-and-after school provision.
- The school is federated with All Saints Church of England Academy.
- The school is part of The Diocese of Coventry Multi-Academy Trust.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, other leaders and teaching and non-teaching staff. The lead inspector also met with three members of the governing body and two trust directors. She also spoke with the chief and deputy executive officers of the trust.

- The lead inspector met with key staff responsible for safeguarding and checked the single central record and procedures for the recruitment of staff. She discussed procedures and policies relating to safeguarding and the welfare of pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and design and technology. For each deep dive, they 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 observed pupils' behaviour in class and at other times during the day. They spoke with staff and pupils about behaviour in school.
- The lead inspector considered responses, including free-text comments, to the Ofsted Parent View online questionnaire and to staff and pupil questionnaires.
- Inspectors reviewed the school's website, school documentation and public information.

### **Inspection team**

Tina Willmott, lead inspector

Ofsted Inspector

Antony Bradshaw

Ofsted Inspector

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