

Inspection of Burley and Woodhead CofE Primary School

Sandholme Drive, Burley-in-Wharfedale, Ilkley, West Yorkshire LS29 7RQ

Inspection dates: 7 and 8 February 2024

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

Good

What is it like to attend this school?

Burley and Woodhead C of E Primary School is a school that has huge ambition for its pupils. Pupils thrive here. The school has developed a unique 'Burley and Woodhead Me Curriculum', which is rooted in its Christian values. It underpins and encourages the holistic development and well-being of all children. This supports pupils to grow as kind, confident, resilient, independent and creative learners.

Pupils' behaviour is exemplary. They conduct themselves consistently well. Pupils demonstrate self-control, self-awareness and positive attitudes to their learning. In line with school rules, pupils are 'kind, safe and respectful'. Pupils care deeply about their school and each other.

The school has an ambitious curriculum in place. This starts in the early years. Staff have high expectations for all pupils. Teachers deliver the curriculum with skill and precision. Pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well.

Pupils benefit from a programme of planned experiences. Visits to historic sites like Hadrian's Wall and extra-curricular opportunities such as cookery, sports and coding are eagerly anticipated and enjoyed. Pupils are keen to take on the many leadership roles, such as 'Worship Wonderers', who lead key aspects of collective worship. Pupils flourish at this school.

Pupils, parents and carers, staff and leaders are incredibly proud of their school and the contribution they make. One parent talked about the 'amazing school' where everyone 'goes the extra mile'.

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

The school has developed a curriculum that has the highest ambition for all pupils. Leaders are determined that pupils, including those with SEND, will fully participate in all aspects of the curriculum and wider school life. The curriculum begins in early years. From their start at the school, children quickly learn essential knowledge. This enables them to build on what they know and unlock ambitious learning opportunities as they move through school.

Teachers use the power of ongoing talk in lessons to embed teaching and learning throughout the school. Pupils are encouraged to think deeply, ask questions and discuss, develop and challenge opinions. They are able to demonstrate deep understanding of the subjects they study. For example, pupils in Year 2 can explain how Queen Elizabeth I successfully changed public perception of women in power linking this to their study of hierarchy and power.

Teachers access purposeful training. They are knowledgeable about the subjects they teach. Staff employ creative and enthusiastic approaches to lessons. These are purposeful and efficient. Pupils have extremely positive attitudes to their learning.

The teaching of reading is a strength of this school. Children in Reception rapidly and systematically acquire a sound knowledge of phonics. This is built upon throughout Year 1. Leaders have ensured that staff have the training they need to teach phonics well. Staff provide pupils with books that contain the sounds they know. They provide highly effective support for any pupils who need to catch up. Leaders' relentless focus ensures that all pupils, including pupils with SEND, achieve exceptionally well. Pupils demonstrate a love of reading and talk enthusiastically about their favourite books.

The school is highly aspirational for pupils with SEND. Pupils' needs are accurately identified. This enables teachers to adapt learning effectively and provide targeted support. Leaders and teachers work with specialist staff and parents to ensure that pupils with SEND have every opportunity to achieve the same ambitious curriculum goals as their peers.

Expectations of behaviour are consistently high. Restorative practices are used when a pupil's behaviour has not met school expectations. This approach supports children to make better choices in future. Pupils appreciate the efforts of staff to understand and support them as they learn how to behave well. Pupils willingly play a positive role in creating a compassionate school environment where commonalities are valued and differences are celebrated. Bullying is not tolerated and pupils actively care for each other. Pupils talk about how they feel happy and safe in school.

A strong focus on pupils' mental health ensures that children are given the knowledge and skills they need to thrive. Leaders regularly encourage pupils to 'take action' to ensure that their school contributes to society. Pupils run a fair trade stall to raise funds to sponsor two school pupils in an underdeveloped country.

Pupils champion equality of opportunity, diversity and difference. They continually develop deeper understanding of themselves and others. Discussions and debate on world issues are a key feature of the curriculum. The wide range of leadership opportunities is exceptional. This will prepare pupils to contribute positively to society in the future.

Leaders have involved all stakeholders to ensure that their vision is firmly established and communicated across the school and its community. Governors are well informed and take their role of support and challenge very seriously, ensuring that the strategic direction, monitoring and evaluation of school practices are highly effective.

Staff are proud to work at the school and they appreciate how considerate leaders are of their workload. Parents are overwhelmingly positive about the school and the progress their children are making. They appreciate the wealth of support and advice that they receive from staff.

Pupils are equally proud of their school. One group of pupils took an inspector to see an old school board dating back to 1832 which hangs in the library. It states: 'Let all

things be done decently, and in order.' Pupils were keen to say this applies as much today at Burley and Woodhead as it did then.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107313
Local authority	Bradford
Inspection number	10297211
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Eleanor Nossiter
Headteacher	Nina Dobson
Website	www.burleywoodhead.com
Dates of previous inspection	3 and 4 November 2022, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary-controlled Church of England school in the Diocese of Leeds. The diocese completed the school's most recent section 48 Statutory Inspection of Anglican and Methodist Schools on 11 January 2018.
- The school does not use alternative provision.
- There is an on-site breakfast club and after-school club managed by the school.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the senior leadership team, the special educational needs coordinator, curriculum leaders and a range of teaching and support staff. An inspector spoke with representatives of the local governing body.
- Inspectors evaluated the quality of education by looking closely at the following subjects: early reading, mathematics and religious education. Inspectors met with the curriculum leaders for each subject, visited lessons, looked at pupils' work and spoke to pupils and teachers.
- Inspectors evaluated the wider curriculum by speaking to leaders and pupils about their work in history and science.
- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors also met pupils formally and informally to discuss their views on behaviour.
- Inspectors also met with different members of staff and support staff to gauge their views on how well pupils behave and conduct themselves.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors looked at other information about behaviour, attendance and extra-curricular activities that support pupils' personal development.
- Inspectors considered the responses to Ofsted's pupil survey and Ofsted's online questionnaire for staff. Inspectors also considered parents' views in their responses to the Ofsted Parent View questionnaire, including the free-text responses.

Inspection team

Tracy Duffy, lead inspector

His Majesty's Inspector

Tracey Ralph

His Majesty's Inspector

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