

Inspection of a school judged good for overall effectiveness before September 2024: Burton Green Primary School

Burton Green, Clifton, York, North Yorkshire YO30 6JE

Inspection dates:

4 and 5 March 2025

Outcome

Burton Green Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Ash McGann. This school is part of Hope Sentamu Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Helen Winn, and overseen by a board of trustees, chaired by Jane Lewis.

What is it like to attend this school?

Pupils thrive at this wonderful school. A strong sense of belonging spreads through the whole school community. Pupils and their families are at the heart of the school's work. Staff know every pupil individually. Strong, warm relationships ensure that pupils feel nurtured and cared for. The school is a happy and safe place to attend. The school has high expectations of all pupils. In turn, pupils achieve well and are prepared for the next stage of their education.

Pupils' behaviour is impeccable. In classrooms and throughout the school, they behave sensibly. Pupils' respect for others and for their school underpins their very positive attitudes to their school and their education. They exhibit excellent manners. They welcome visitors politely, with smiles on their faces.

The school has a deeply held ambition that pupils will enjoy a wide range of experiences that spark their interests and provide them with aspirations and lifelong memories. They do this through an extensive range of extra-curricular clubs and also through memorable curriculum enhancements. Throughout their time at school, pupils have multiple experiences that include visits to the seaside, a university and a theatre, to name just a few. As part of a history topic, pupils take a tour of the city in an open-top bus, identifying significant historical sites.

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

The school has introduced a broad and ambitious curriculum. Pupils follow a clear sequence of learning. This starts from the moment they join the school. New learning builds on what pupils already know. The early years curriculum provides an excellent preparation for children's later learning. For example, children in the early years dismantle computers and 'debug' a play dough recipe that produces dough that is too sticky. Older pupils debug their own computer programmes when designing simple digital games. Well-structured lessons ensure pupils progress quickly through their learning. The school ensures that pupils remember important knowledge. For example, pupils refer to famous composers when they talk about their own composing in music. Young pupils can name the continents of the world. Teachers use questions expertly to lead discussions and check pupils' knowledge. They quickly identify if pupils have gaps in their knowledge and ensure these are addressed.

The school is quick to identify the needs of pupils with special educational needs and/or disabilities. It ensures that these pupils receive the expert support they need. When necessary, teachers skilfully adapt the curriculum to ensure that these pupils make the best possible progress through the curriculum.

The school celebrates books and promotes a love of reading. Pupil 'reading ambassadors' recommend books and share favourite books with their younger peers at playtime. Well-taught phonics lessons ensure that pupils quickly learn the sounds that letters make and become fluent readers. The school's approach to younger pupils learning to write is less effective. Some pupils form letters incorrectly, and this is not consistently identified and addressed. This prevents them from becoming fluent writers as quickly as they could.

Children get off to the best possible start to their education in the exceptional early years provision. They follow well-established routines and exhibit excellent behaviour. Staff expertly develop children's language and vocabulary through purposeful interactions. Children play and learn together cheerfully and cooperatively. Staff have carefully designed an environment in which children learn to maximise their engagement, and which ensures they build their knowledge. Children demonstrate perseverance and sustained concentration, for example when throwing balls through hoops. They apply their mathematical knowledge by sorting and organising objects based on size and colour.

Pupils' respectful behaviour represents some of the school's strongly held values. Pupils have a deep understanding of protected characteristics. They describe any form of discrimination as unacceptable. The school and trust are ambitious for every pupil to be a positive member of society. Through a variety of visitors, pupils learn about a wide range of possible careers. Pupils welcome the plentiful opportunities to undertake leadership roles, such as school councillors or play leaders. The school inspires pupils and opens their eyes to what is possible.

Through the curriculum for personal, social and health education, pupils engage with important topics such as gangs, peer pressure and the importance of considered choices. They learn about healthy lifestyles and the importance of a healthy diet.

Historically, pupils' attendance has not been high enough. The school works tirelessly to improve attendance. Recent strategies, including the free breakfast club, have led to improvements to attendance and punctuality.

The trust, school and governors share the same ambitious vision. They are passionate in their commitment to providing pupils with a school experience that will be the best preparation for their next stages and for their later life. Leaders and staff at every level value and understand their role in contributing to the vision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils form letters incorrectly, and this is not consistently identified and addressed. This means that pupils do not develop fluency in writing as quickly as they could. The school should carry out further work to improve pupils' emergent writing and letter formation.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Burton Green Primary School, to be good for overall effectiveness in November 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.

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	143398
Local authority	York
Inspection number	10346629
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	Board of trustees
Chair of trust	Jane Lewis
CEO of the trust	Helen Winn
Headteacher	Ash McGann
Website	https://bgp.hslt.academy
Date of previous inspection	10 April 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Hope Sentamu Learning Trust multi-academy trust.
- The school uses one registered alternative provider.
- The school has provision for two-year-olds.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other leaders. He also met with members of the local governing council and the trust.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector took account of responses to Ofsted Parent View and the staff survey. The inspector also spoke to parents at the end of the school day.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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