



# Burton Road Primary School

## Inspection Report

**Unique Reference Number** 106557  
**LEA** Barnsley  
**Inspection number** 277586  
**Inspection dates** 30 November 2005 to 1 December 2005  
**Reporting inspector** Mr Bill Keast CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Old Mill
<b>School category</b>	Community		Barnsley
<b>Age range of pupils</b>	3 to 11		South Yorkshire S71 2AA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01226 288679
<b>Number on roll</b>	275	<b>Fax number</b>	01226 289764
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Peter Keys
<b>Date of previous inspection</b>	24 January 2000	<b>Headteacher</b>	Mr Joe Wilkinson

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 30 November 2005 - 1 December 2005	<b>Inspection number</b> 277586
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Burton Road Primary School is larger than average with a 39 place nursery. Situated on the north side of Barnsley, its pupils come from areas with broadly average social and economic characteristics. The school is popular and pupil mobility is low. The very small proportion of pupils from minority ethnic backgrounds reflects the local area. The proportions of pupils entitled to free school meals, who are identified as having learning difficulties and/or disabilities or who have statements of special educational need are similar to most schools. Three quarters of the leadership team, two of whom had had long-term absence, left in July 2005. The school is currently led by an acting headteacher from another school, with a new headteacher beginning in January 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's own evaluation that it is giving its pupils a satisfactory education.

Standards on entry are broadly average, as they are at the end of each key stage. Although most pupils make satisfactory progress, few reach above average standards. Provision in the Foundation Stage is satisfactory with pupils making greatest progress in Reception. Teaching is satisfactory with strengths on which the school can build. However, it does not consistently challenge the highest attaining pupils enough. The curriculum is sound and the range of extra curricular opportunities is satisfactory. Pupils are well cared for, feel safe and enjoy their school. They behave well. Their personal development is satisfactory and they pay particular attention to adopting safe practices. Long term staff absences in recent years, disrupting the continuity of pupils' experience, have impacted adversely on pupils' progress. Improvement since the last inspection is satisfactory overall and the school provides satisfactory value for money. Until recently, governors have not adequately fulfilled their duties. The acting headteacher has clearly identified what needs to be done and has taken action to tackle many of the issues including those previously identified. Budgetary and staffing issues have been resolved. Setting individual targets and monitoring pupils' progress have not been robust but are now satisfactory. Strategies being introduced are already having a positive impact on pupils' progress in literacy. Most changes have had too little time to show significant impact on standards. However, the improvement that has taken place, the positive response of teachers and the close involvement of the headteacher designate show the school has the capacity to improve.

### What the school should do to improve further

To enable pupils to make greater progress the school should:

- set individual targets and regularly monitor pupils' progress towards achieving them
- ensure that pupils understand what their targets are and that marking of their work gives them guidance on what they need to do next to raise the standard of their work
- identify and promote the strengths in teaching so as to raise its quality further and increase the challenge to higher attaining pupils
- ensure that planned actions, including the development of the governing body, are carried through and evaluated.

## Achievement and standards

### Grade: 3

Standards at the end of Key Stage 2 are broadly average and pupils make satisfactory progress while at the school. Pupils' attainment on entry to the Foundation Stage is broadly average. They make satisfactory progress so that their standards when they

enter Year 1 remain broadly average although varying, depending on the ability of each year. Results at the end of Key Stage 1 in 2005 were average. Pupils' reading standards were a little above and their writing standards a little below national figures. The five year trend in these results matches the national picture. Pupils make satisfactory progress in this key stage. Results at the end of Key Stage 2 in 2005 were broadly average although a little below national figures. English results were weakest with a significantly lower proportion of pupils reaching above average levels than nationally. During the last five years results have varied from above to below national figures. In 2005, pupils' progress from Key Stage 1 to 2 was satisfactory although in the bottom quarter of schools nationally. Progress in English, particularly affected by staff absence last year, was low but not exceptionally so. Girls made better progress than boys. Average attaining boys made least progress with a small number making inadequate progress. Progress has not been consistent, year on year, being lower in 2003 and higher in 2004.

## **Personal development and well-being**

### **Grade: 3**

Provision for pupils' personal development and well-being is satisfactory overall, and some features are good. Attendance is satisfactory. Pupils enjoy coming and are proud of their school. They behave well in lessons and around the school. Pupils are attentive to their teachers and they concentrate well as was demonstrated effectively when a class of Year 3 and 4 pupils took an active part in a mental arithmetic challenge. They keep themselves safe, play together well and are polite and friendly.

Pupils' spiritual, moral, social and cultural development is satisfactory. They express their feelings well, know that they are valued as individuals and show pride in their achievements. They are developing a good awareness that all are equal whatever their background. They have a satisfactory but limited awareness of people whose lifestyles and beliefs are different from their own. School councillors work eagerly at their tasks, discharge their responsibilities effectively and know that their decisions have a positive impact on school life. Pupils are well aware that exercise keeps them fit and readily select healthy options for their meals.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory with elements of good practice. This reflects the school's own evaluation. Pupils are keen to learn and many parents are confident that their child is making progress.

A positive learning environment is created as teachers work with enthusiasm and develop good relationships with children in their class. Pupils respond well to teachers' and classroom assistants' high expectations of behaviour both in the classroom and around school. Most teaching is well planned with work that is matched to pupils'

needs. However, higher attaining pupils are not always given a sufficient level of challenge in their work. A stimulating learning environment is being developed for pupils in the Foundation Stage as the school moves into its new facilities.

The school is developing satisfactory procedures for checking how well pupils are doing. Good examples of marking show children what they are doing well and how they can improve their work. However, this is not yet done consistently and some children are not clear about what they need to do to improve their work.

Systems to help teachers identify and support children with learning difficulties and/or disabilities are sound. Teachers and teaching assistants work closely together to help such children make satisfactory progress and to raise their self-esteem.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets statutory requirements. It is generally well matched to the needs of the pupils, although there are not enough activities to challenge higher attaining pupils. Teachers are working hard to make further improvements in all areas of the curriculum. The school has worked closely with the local authority to develop the use of its computer equipment. It recognises that pupils' access to computers is restricted by the small number of machines in each classroom and has firm plans to develop a new computer suite in the refurbishment in the coming year.

The curriculum is adequately enriched by a growing number of extra-curricular clubs. In particular, encouraging pupils to take part in a range of sporting activities promotes a healthy lifestyle. The school recognises the need to enrich the curriculum further as it aims 'to provide every child with opportunities to reach his/her full potential through challenging and stimulating experiences.'

Community provision is being enhanced by the children's centre included in the nearly completed extensive building project.

## **Care, guidance and support**

### **Grade: 3**

Overall provision is satisfactory with some strengths. Child Protection procedures follow requirements and staff have had recent training. Many aspects of personal care are strong. Pupils are well cared for and are happy to come to school. They feel they can talk to someone if they have a problem. Positive relationships with adults enable pupils to feel well supported. 'I like the teachers. They are kind and helpful' - they say. A key focus on the development of pupils' interpersonal skills helps them deal with issues that may arise. One school council member was confident that 'if you came to this school you would soon have a friend.' Bullying is rare and pupils say that any reported incident is dealt with quickly and effectively. Effective arrangements are in place to help pupils identified as having learning difficulties.

Procedures for monitoring pupils' progress have, until recently, not been sufficiently rigorous. A more robust system has been introduced to allow the early identification of pupils who are not making enough progress.

## **Leadership and management**

### **Grade: 3**

Long term absence of senior staff and their subsequent resignation together with that of the headteacher left the school in a very difficult situation. The local authority acted promptly to appoint an existing, experienced headteacher to take temporary charge of the school. Governors have been inadequate in challenging the school but have now recognised they have not had full and accurate information to enable them to carry out their duties. Improvement in standards since the last inspection has been erratic but satisfactory. However, progress on the issues identified in the last inspection report has been inadequate. Resources have not been effectively used in, for example, taking prudent precautions against staff absence; this being the main cause for a significant budget deficit. The acting headteacher has acted swiftly and decisively to tackle the deficit budget, cope with the late completion of a major building project and put in place documents and procedures to meet statutory requirements. Staffing and budgetary issues have been resolved. The acting headteacher and the headteacher designate have worked closely and effectively together. Accurate evaluation of the school's needs has identified issues to be tackled in order to raise standards and increase pupils' progress. Action has been planned and changes are beginning to happen. Good leadership has brought staff together with a shared understanding of what needs to be done and has raised staff morale. Subject leaders already have a better understanding of their role and are responding with vigour. Monitoring that was limited to examination results analysis and had been insufficiently detailed to identify areas of underperformance has been extended to include performance management and a closer monitoring of teaching and pupils' work. The school is a safe environment. All pupils are respected for what they have to offer and all are fully involved in their school. Support agencies are used effectively and the acting headteacher has worked very closely with the local authority. Many planned actions are too recent to have had time to impact on standards but the early progress that has been made, its impact on learners and teachers, and the close involvement of the headteacher designate show that the school has the capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We would like to say how much we enjoyed spending two days with you. Thank you for welcoming us to your school and being so polite and friendly.

You clearly enjoy being at Burton Road and behave well in lessons and around school. You told us that the teachers look after you well and that you feel safe. More than one of you told us - 'I like the teachers. They are kind and helpful.' In your lessons you listen carefully to your teachers and try hard to do what they ask you to. You work well together in pairs or small groups. These attitudes will help you in the future.

Mr Wilkinson and all your teachers work very hard to help you learn. So that you can make even more progress we have asked them to set you targets in all your subjects and to check regularly how you are getting on. We have asked them to help you understand what these targets mean and, when they talk with you about your work, show you how you can do better. We are sure your new headteacher is looking forward to seeing how well you can do.

Your teachers have different strengths. We have asked them to identify what works best in helping you to learn and then for them all to try to include these in their teaching. Finally, Mr Wilkinson and your new headteacher have already planned some necessary changes which we have asked them to make sure that they carry out.

Thank you for helping us so much with the inspection of your school. Keep working hard and enjoying your school!

We wish you well in the future.