



# Burbage Church of England Infant School

Inspection Report

**Unique Reference Number** 120121  
**LEA** Leicestershire  
**Inspection number** 280738  
**Inspection dates** 25 October 2005 to 26 October 2005  
**Reporting inspector** Frances Gillam RISP

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

<b>Type of school</b>	Infant	<b>School address</b>	Grove Road
<b>School category</b>	Voluntary controlled		Burbage
<b>Age range of pupils</b>	4 to 7		Hinckley, Leicestershire LE10 2AE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01455 239391
<b>Number on roll</b>	281	<b>Fax number</b>	01455 618467
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs A Crabtree
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mrs May Phillips

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 25 October 2005 - 26 October 2005	<b>Inspection number</b> 280738
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an average-sized infant school near Hinckley in Leicestershire. Almost all of the pupils come from a White British background. The children's attainment on entry is above that expected for 4-year olds. There is a very low percentage of pupils entitled to free school meals. There is a lower than average percentage of pupils with learning difficulties and disabilities. Most of these pupils have difficulties with aspects of their reading, writing and mathematics. The percentage of pupils with statements of special educational needs is similar to that found in most schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Burbage Infants is a good school. This reflects the school's evaluation of its work. Senior managers accurately assess the effectiveness of the school's work because the school's self-evaluation processes are outstanding. Pupils make good progress and achieve high standards. They make very good progress in reading, writing and mathematics. By comparison, pupils' progress in information and communication technology (ICT) is satisfactory. This is because pupils do not have enough opportunities to develop and use their ICT skills in other subjects. Since the last inspection, improvements in teaching and learning in the reception classes has resulted in better provision, higher standards and good progress for children. The school's hard work and success in improving the quality of the provision in the Foundation Stage, which is now good, reflect the school's capacity to improve. The school provides good value for money.

### What the school should do to improve further

- improve pupils' progress in ICT.

## Achievement and standards

### Grade: 2

Standards have risen faster than the national trend. This is because the school sets challenging targets for each year group and teachers have good information about how well pupils have done across all subjects. As a result, work is usually well matched to pupils' needs, and pupils of all abilities build effectively on what they have done before and progress quickly. The small number of pupils from minority ethnic groups do well. Their progress is carefully tracked and they receive well focused support should they struggle with their work.

Reading, writing and mathematical skills develop very well and pupils make good use of their skills in these areas to support learning in other subjects. Along with systematic teaching, this helps to increase their rate of progress. As a result, from the pupils' starting point when they first enter school, they make very good progress by Year 2 in reading, writing and mathematics and achieve very high standards. More able pupils have mastered skills and gained secure knowledge and understanding in ICT, but the lack of regular opportunity to use this learning slows their progress. For others, who may need consolidation, there are too few opportunities to practise and get better. As a result, pupils' progress in ICT is not as rapid as in other subjects.

Children in the reception classes make good progress. This is because activities allow children to learn by exploring and finding things out for themselves. Well focused teaching activities ensure that the children quickly develop the early skills of reading, writing and mathematics. By the end of the reception year, standards are well above those expected for the children's age.

Pupils with learning difficulties receive good support and guidance. As a result, they do well in reaching the targets set for their improvement and make good progress.

Grade: 2

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

### **Grade: 1**

Pupils' personal development is outstanding. Pupils have very positive attitudes towards their work. As a result, they respond quickly to instructions and persevere with difficult tasks. Pupils enjoy school. This shows in the very high attendance rate. Pupils have very good opportunities to contribute to the life of the community, taking part in church services and local events. The school council contributes to decisions about school life. Its members feel their contribution is valued and treated with respect.

Pupils' spiritual, moral and social development is very good. This is because staff give high priority to developing positive relationships, helping pupils to work together and encouraging them to value the efforts of others. As a result, pupils develop a strong sense of community. Their behaviour is often exemplary and they understand the impact of their actions on others. They are respectful but also confidently express their personal beliefs. The strong focus on European countries and the festivals of major world religions develops pupils' cultural understanding successfully.

There is a strong commitment towards promoting healthy living, which shows in the pupils' very good understanding of the need to exercise and eat a healthy diet. The pupils' good work habits and the high standard of their skills in language and mathematics promise well for their future success in the wider community, although using and applying their ICT skills require further improvement.

Grade: 1

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Staff provide interesting activities that excite and enthuse the pupils. As a result, pupils are keen to learn and work hard. In most lessons, teachers have high expectations of what pupils can do and so set them challenging work. This leads to pupils of different abilities, and boys and girls doing well. Since the last inspection, teachers' marking has improved and is now used to show pupils how well they are doing and how they could do better. The most effective lessons ensure a good pace of learning but teachers are also careful to build in time for consolidation, especially for the pupils with learning difficulties. Learning support assistants provide good support for these pupils. They work with small groups or individuals and this allows these pupils to develop speaking skills successfully and gives them time to develop an understanding of the work being covered in class.

Occasionally, when some pupils in Year 1 are not supported by an adult, they are given undemanding work. This is because it keeps them 'busy' rather than developing their skills, knowledge and understanding further. This slows the rate of learning.

The basic skills of literacy and numeracy are taught very well, which helps pupils reach high standards in English and mathematics by the end of Year 2. However, even though it is a priority for the school, teachers do not give pupils enough opportunities to use and develop their ICT skills in other subjects, which hinders progress.

Grade: 2

## **Curriculum and other activities**

**Grade: 2**

The curriculum is good. It is planned well to enable pupils to build upon their previous learning. As a result, all pupils make good progress in most subjects. Pupils in Year 2 learn French. This additional subject is proving very popular and supports cultural development well. Links between subjects help teachers make good use of time and help pupils to develop further their reading, writing and mathematical skills. These carefully planned opportunities ensure that pupils are making best use of the skills they have achieved and allows pupils with learning difficulties to consolidate their learning. Whilst some teachers plan opportunities for pupils to develop their ICT skills in other subjects, these opportunities are not always frequent enough to allow pupils to practise and consolidate their learning. This does not allow them to make the best progress.

As well as providing very well for their academic skills, the curriculum also nurtures pupils' creative talents very well. There is a very good range of activities outside normal lessons and visits to places of educational interest add fun and variety to the curriculum.

Grade: 2

## **Care, guidance and support**

**Grade: 1**

The level of care, guidance and support for pupils is outstanding. The robust systems for ensuring the school is safe and secure ensure that pupils work and play in a safe environment. The promotion of a healthy lifestyle is strongly embedded and pupils fully understand the need for plenty of exercise and a healthy diet. Pupils say that staff treat them fairly and deal with any difficulties promptly. This very high level of care and the systems in place ensure that pupils are safeguarded and protected. Pupils say they are well looked after. This is because staff develop strong and caring relationships with the pupils. Staff know the pupils extremely well. This includes their personal as well as academic needs and, as a result, they respond quickly when pupils are troubled or need extra support with their work or personal skills. The monitoring of pupils' academic progress is excellent. As a result, staff know the strengths and weaknesses in pupils' achievements, and work successfully to remedy the weaknesses and so ensure good progress.

Grade: 1

## **Leadership and management**

**Grade: 2**

Leadership and management are good. Senior managers and governors have a very clear view of the school's strengths and areas for improvement. This is because there are robust and comprehensive systems for monitoring and evaluating the quality of the school's work. The senior managers analyse pupils' work, observe teaching and track pupils' progress. They use the information they gather very well to focus support for pupils and teaching staff and to guide the development of the curriculum. As a result, pupils of all abilities make good progress, teachers receive praise for the positive aspects of their work and training that improves the quality of their teaching, and the curriculum offers pupils a wide and varied range of activities which meets their needs effectively. This outstanding self-evaluation has led to well focused priorities for improvement that are maintaining very high standards and improving the quality of provision.

Parents have confidence in the school. They feel that their children receive good support and guidance and are helped to progress and do well. The school welcomes the views of parents and frequently acts on them. Recent questionnaires about the induction of children show that parents are very happy with the present arrangements and appreciate the opportunity to comment on their child's start to school. The views of pupils are treated with respect and they are involved in decision-making. For example, pupils have discussed healthy diets and made suggestions for parents about what should be included in lunch boxes.

Senior managers and the coordinator for ICT have introduced a number of initiatives to improve the quality of provision. Staff have been trained and are now using the interactive whiteboards well in lessons. Training in ways of employing ICT in all subjects has not been so successful. As a result, pupils' progress in ICT does not reflect their progress in other areas.

Senior managers have worked systematically and successfully to remedy the weaknesses identified by the last inspection. This reflects the school's very good capacity to improve further. Grade: 2

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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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**

Burbage Church of England Infant School Grove Road Burbage Leicestershire LE10 2AE

26 October 2005

Dear Children

Thank you very much for making Mr Hemmings, Mr Parker and myself so welcome when we came to visit your school. We enjoyed talking to you and seeing what you were learning in your lessons.

We would like to tell you what we thought of your school.

you do well with your work, especially reading, writing and mathematics

you told us that your teachers look after you and we agree; all the staff in the school care for you very much and make sure that you are kept safe and well

you told us how you like to work hard and we think that you do; you enjoy your lessons because they are exciting

there are lots of fun activities you can do at lunch times and after school

your teachers make learning interesting; they make sure that the work you have makes you think and work hard

Mrs Phillips, the governors and teachers know your school very well and this helps them to make very good decisions about what needs to be done to help you do even better

we have asked your teachers to give you more chances to use computers to help you with your work; we know you would like this because you have told us so and we think it will help you do better in ICT.

I wish you every success for the future.

With best wishes

Fran Gillam Lead Inspector