



# Burneston Church of England Voluntary Aided Primary School

## Inspection Report

**Unique Reference Number** 121619  
**LEA** North Yorkshire  
**Inspection number** 281061  
**Inspection dates** 1 February 2006 to 2 February 2006  
**Reporting inspector** Mr Ralph Higgs 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>	Burneston
<b>School category</b>	Voluntary aided		Bedale
<b>Age range of pupils</b>	5 to 11		North Yorkshire DL8 2HX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01677 423183
<b>Number on roll</b>	86	<b>Fax number</b>	01677 425276
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs J Dyer
<b>Date of previous inspection</b>	8 November 1999	<b>Headteacher</b>	Mrs C Woodward

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 1 February 2006 - 2 February 2006	<b>Inspection number</b> 281061
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## **Introduction**

The inspection was carried out by an additional inspector.

## **Description of the school**

This small Anglican primary school is situated in the village of Burneston, North Yorkshire. The number on roll is declining but entry numbers fluctuate considerably each year. Almost all pupils are from White-British backgrounds. Although the proportion of pupils claiming free school meals is very low, they have a wide range of family circumstances. Attainment on entry is broadly average as is the proportion of pupils with learning difficulties and/or disabilities.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good and improving school, which gives good value for money. It has several outstanding features. The inspection confirms the school's view of its overall effectiveness. The headteacher provides strong leadership and clear direction, which have brought rising standards and strengthening achievement. The quality of teaching is good and the curriculum is rich and varied. The school plans well for mixed-age classes and the needs of pupils with learning difficulties and/or disabilities. Pupils' progress is closely monitored. Consequently, they make good progress from their average attainment on entry to the school to reach above average standards by Year 6.

Provision in the Foundation Stage is good and improving, and provides effective links to Key Stage 1. Pupils make good progress and most reach or exceed the standards expected in the Early Learning Goals.

Pupils' personal development is outstanding, promoted strongly by the school's Christian ethos. Pupils feel safe, well looked after and enjoy coming to school. Their attendance and punctuality are good. They understand how to keep healthy. Parents recognise these qualities and have a high degree of confidence in the school.

Senior leaders and governors evaluate the school accurately and know what needs to improve, including opportunities for pupils to learn independently, aspects of assessment, and the use of information and communication technology (ICT) for learning across the curriculum. The school has dealt successfully with weaknesses from the last inspection: pupils make better progress, their behaviour and attitudes are now very good indeed, standards in ICT have risen and the school monitors itself systematically. It clearly demonstrates a good capacity to further improve.

### **What the school should do to improve further**

- Increase opportunities for independent learning.
- Involve pupils more in the assessment of their work to help them know what to do next to improve.
- Use ICT to extend learning in all subjects.

## **Achievement and standards**

### **Grade: 2**

Standards in national tests at the end of Key Stage 2 have been consistently above average in recent years and rising more quickly than in most schools. Standards of work seen in lessons and in pupils' work are as high and there is little difference between standards in English, mathematics or science. Results in writing have lagged behind other aspects of English but the school has identified reasons for this and acted strongly to bring noticeable improvement.

Pupils enter Reception with a wide range of prior attainment but almost all have had some pre-school experience outside the family. They make good progress for most to attain, and for some to exceed, the standards expected by the end of the Foundation Stage. They continue to make good progress to reach above average standards by the end of Key Stages 1 and 2. There are no significant differences in the progress of boys and girls, and pupils with learning difficulties and/or disabilities also make good progress from their starting points.

The school sets challenging but realistic targets for attainment based on a very good knowledge of the individual. In most cases, pupils successfully reach these.

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

### **Grade: 1**

The school says that pupil's personal development is good but inspection finds it to be outstanding.

From their entry to the school, pupils develop very positive attitudes to learning and acquire the personal qualities necessary to do well. By Year 6, they are keen to learn, behave very well indeed and work hard in individual and team activities. They are well prepared for the next stage in their education. Pupils are proud of their school, which they say they enjoy a great deal. Attendance is above average, punctuality is good and there is no unauthorised absence. Pupils feel safe and secure and cannot recall any incidents of bullying or racism. They are very well informed about how to stay fit and healthy.

Pupils' spiritual, moral, social and cultural development is outstanding, fostered by the school's Christian ethos. They respond very well to the wide range of opportunities to learn about and contribute to the local and wider community. They offer and discuss personal views maturely. They have helped develop a village play area, raised funds for Third World charities and have links with schools and communities in India and Africa. Pupils eagerly take on responsibilities such as running the fruit bar, being playground 'buddies', and taking part in class and school councils. As a Year 5 boy said, 'One person can make a difference'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The inspection confirms the school's view that the quality of teaching and learning is good. The school is organised into mixed-age classes that overlap key stages. In Reception and Year 1, an effective team, which includes teaching assistants, uses their good understanding of the Early Learning Goals to forge links to the National Curriculum to enable pupils to make good progress. In Years 2 to 6, teachers show a good knowledge of the Primary National Strategy to effectively plan lessons. Good features of all lessons include the tailoring of work for pupils of different ages and abilities, very good relationships and the enthusiastic response of pupils. However,

there are times when pupils' curiosity and creativity is constrained because activities are too tightly planned and little choice is offered to them to explore alternatives. This holds back the progress of pupils who could make more rapid gains if given more independence.

Assessment of pupils' learning is mostly good. Pupils know their targets and are guided to improve by helpful marking. However, whilst there is some emerging good practice to help pupils assess their own work, this is currently limited to English. Also, teachers do not consistently follow up learning in lessons by checking it against their lesson objectives.

## **Curriculum and other activities**

### **Grade: 2**

The school offers a good curriculum in Reception and Key Stages 1 and 2. It is effectively planned in relation to the wide range of age and capability in classes, and complies with national requirements. An increasing range of opportunities is provided for gifted and talented pupils in conjunction with other schools. The curriculum is enhanced through lessons in French, personal, social, health and citizenship education (PSHCE) and additional sports coaching. There is a good emphasis on the basic skills of literacy and numeracy. Provision for ICT is satisfactory and improving, but its use is not yet established in all subjects.

The importance of staying safe and keeping healthy figures prominently in the curriculum, and is a frequent topic of assemblies and class discussions. Good enrichment is evident, such as a visit from a Nigerian headteacher and several residential experiences. Many out of school activities extend pupils' personal development, enabling them to build on existing skills and to widen interests.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Proper attention is given to health and safety and the required risk assessments are carried out around the school and for external visits. Procedures for child protection are effectively established. The school monitors pupils' academic and personal development closely and has high expectations for their progress. The school has a local authority (LA) quality mark for its learning difficulties and/or disabilities provision.

The school has a good partnership with parents and is striving to extend this, for example, by the introduction of monthly consultation evenings. Annual reports keep parents well informed but the identification of targets for improvement is not consistent. The school successfully promotes good attendance.

The school holds the 'Healthy Schools Award' and gives high priority to promoting health education, involving parents, pupils and governors in developing new provision. Links with families and other schools are effective in supporting entry to Reception and transfer to secondary education.

## **Leadership and management**

### **Grade: 2**

The school says, and the inspection confirms, that leadership and management are good. The drive and clarity of vision of the headteacher has brought about important improvements since the last inspection. Standards have risen, progress is much better and pupils' behaviour and attitudes are very good indeed; the curriculum is more varied and the monitoring of pupils' progress is robust. A good, constructive partnership has been established with the governing body, which contributes to this success. Consequently, the capacity to sustain improvement is strong. Senior leaders set high expectations, communicating these effectively to staff who, as a result, work purposefully. High priority is given to raising standards and ensuring that everyone in the school's community is equally valued and supported, underpinned by the strong Christian ethos that is evident.

The headteacher accurately identifies the school's strengths and weaknesses through a good system of self-evaluation, which has begun to involve other staff and members of the governing body and improve their skills of evaluation. The views of parents and pupils are actively sought, and have influenced priorities in the school improvement plan, bringing a recent emphasis on increasing provision for sports and health awareness.

The school is well managed. New staff are supported well and resources are sufficient and effectively deployed. The accommodation is well looked after and provides a stimulating environment. Links with other schools and agencies are good and used productively to enhance the provision offered by this small, rural school. The budget is managed efficiently and the school provides good value for money.

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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	2	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	2	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	2	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>	2	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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**

Thank you for the welcome you gave me during the recent inspection. I was impressed by your friendliness and how clearly you expressed your views. The information you gave helped me a great deal to understand your school. These are the main things I found out during my visit.

Burneston School provides you with a good education that has several outstanding features. Your headteacher, staff and governors are all working hard to improve your education but there are a few things that could be done even better.

Your behaviour is very good indeed and I noticed how keen you are to take part in lessons and do your best. You get on very well with one another and with adults, and willingly volunteer to take on responsibilities and help each other.

I agree with you that school is enjoyable because lessons and out of school activities are interesting. Teachers carefully plan activities and topics for you to learn, which helps you make good progress and acquire useful skills. You know how to keep safe and which foods and drinks help you keep healthy. I was impressed by the interest you take in the wider world and your willingness to offer and discuss each other's views. The school cares for you well and provides help when you need it.

You make good progress but I think your school is able to help you learn even better. Your teachers will be helping you check your progress in more subjects, give you more choice over what kind of work to do and help you use computers more for learning.

Once again, thank you for talking to me and being helpful during the inspection.