



Burton Green CofE Primary School

Inspection Report

Unique Reference Number 125659
LEA Warwickshire
Inspection number 281976
Inspection dates 10 July 2006 to 10 July 2006
Reporting inspector Marion Thompson AI

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

Type of school	Primary	School address	Hob Lane
School category	Voluntary controlled		Burton Green
Age range of pupils	4 to 11		Kenilworth, Warwickshire CV8 1QB
Gender of pupils	Mixed	Telephone number	024 76464130
Number on roll	96	Fax number	024 76464130
Appropriate authority	The governing body	Chair of governors	Mrs Mary Harrison
Date of previous inspection	18 October 1999	Headteacher	Mrs Kathy Clarke

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This primary school is much smaller than average. The proportion of pupils with learning difficulties is below average and children's attainment when they start school is above that expected for their age. The proportion of pupils from minority ethnic backgrounds is broadly average and all are fluent English speakers. The headteacher returned from an extended period of absence on the day of the inspection. The senior teacher had assumed the role of acting headteacher until her return.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good standard of education for its pupils, including those with learning difficulties, and provides good value for money. Pupils' good personal development, including spiritual, moral, social and cultural development, is promoted by the good care, advice and guidance provided by the school. By Year 6, standards are exceptionally high in English, mathematics and science. Achievement is good because teaching is good overall, and the curriculum is interesting. Older pupils achieve better than younger ones, and reach challenging targets. In Years 1 and 2, some higher attaining pupils do not make enough progress in reading, mathematics and especially writing. This is because work for this group is not demanding enough. Provision and progress for Reception children are satisfactory and the children reach above average standards by the end of the year. Leadership and management have some strong features, but are currently satisfactory overall. The school has had a difficult year. The headteacher has been on extended sick leave and in a small school this has meant that some key developments, such as improvements in tracking pupils' progress and monitoring of teaching and learning, have been hindered. Consequently, the underachievement of some younger pupils has not been identified quickly enough. Self-evaluation is satisfactory, but the school has slightly overestimated its current performance because it has not monitored work this term. Over time, the school, supported well by governors, has addressed the few issues raised at the previous inspection very well. It demonstrates a good capacity to continue to improve.

What the school should do to improve further

- Improve the achievement of the highest attainers, especially in writing, in Years 1 and 2 by providing work that is consistently challenging.
- Consolidate the use of the recently introduced system for checking pupils' progress in order to tease out whether individual pupils and groups are doing as well as they should and take action where needed.

Achievement and standards

Grade: 2

Pupils' good achievement has resulted in their reaching exceptionally high standards in English, mathematics and science by the end of Year 6. They make steady progress in Reception and reach standards above those expected for their age. Standards in reading, writing and mathematics are above average by the end of Year 2 and pupils' achievement is satisfactory as a result of satisfactory teaching and learning. However, some higher attaining pupils do not achieve as much as they should in reading, writing and mathematics, and this year have failed to reach their reasonably challenging targets. This is because work is not consistently demanding. Relatively speaking, writing is the weakest area and the strategies the school has put in place to raise standards have yet to have an impact.

Pupils make satisfactory progress in Year 3 and good progress overall from Years 4 to 6. By Year 6, pupils reach standards that are exceptionally high in all subjects. They make particularly fast progress in Year 6 because of challenging teaching and good setting of targets, which matches work very closely to pupils' needs. In Year 6, the school sets ambitious targets that it successfully meets or exceeds. The strategies the school has put in place in these year groups have been very effective in raising standards of writing, especially for higher attaining pupils. Pupils with learning difficulties make good progress, because of well organised provision.

Personal development and well-being

Grade: 2

Pupils' personal development is good because the school pays good attention to helping pupils to think about spiritual, moral, social and cultural issues. Pupils enjoy school and attendance levels are above average. Older pupils particularly are positive about all the school has to offer. They like it 'because it's small and you know everybody's name'. They feel that very little needs to be improved and 'it's fine as it is'. Overall, pupils' behaviour is satisfactory. Most pupils behave well, but some younger pupils are not as attentive as they could be and some call out or fidget when they are meant to be listening to the teacher.

Pupils are conscious of the need to stay healthy and safe. They are very aware of what makes up a healthy diet and are pleased that they have the opportunity to learn how to ride their bicycles safely. Pupils make a good contribution to the school and wider community through their work on the school council, their contribution as peer mediators and their efforts in charity fund raising. They develop the social and cooperative skills needed in later life and enjoy working in teams on various projects. Year 6 pupils speak particularly highly of their residential visit which they feel increases their confidence and self-awareness.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning overall contribute in very great measure to the pupils' good achievement. In Reception and Years 1 to 3, teaching is satisfactory, and builds well on what pupils have previously learnt. However, the pace is somewhat slow and work for higher attaining pupils is not always sufficiently challenging. Teaching is good for older pupils, especially in Year 6, and teachers successfully ensure that work is demanding for all groups of pupils. The pace of learning is fast and very good questioning techniques ensure pupils develop their ideas well. One example of this was a Year 6 lesson on sex education, where pupils discussed sensitive issues without embarrassment and with great interest because of the teacher's good knowledge of the children, clear exposition and exacting questioning. Teachers' perceptive, helpful marking, which is closely related to pupils' targets and pupils' careful assessment of

their own work and that of others, helps them to understand what they need to do to improve. Teaching assistants are used effectively in lessons where they are available. Pupils with learning difficulties are supported effectively in class and in withdrawal lessons, enabling them to make good progress.

Curriculum and other activities

Grade: 2

Good planning to meet the needs of all learners is a key factor in most pupils' good achievement, including those with learning difficulties. Within this positive picture, there are two areas that need development in order to make them as good as the rest. One is the planning for the Reception class. Staff are making good use of the improved outside area, but there is not always enough challenge set in the activities children choose for themselves. In Years 1 to 3, work is not always hard enough for higher attaining pupils. The personal, social and health education programme successfully promotes pupils' understanding of healthy lifestyles and helps them to develop the social skills needed for the future. Staff successfully use visits and visitors to bring learning alive. They are beginning to make more links between subjects to make work more interesting. There is a good range of out of school clubs and residential visits.

Care, guidance and support

Grade: 2

Good levels of care, guidance and support help pupils to feel successful and safe. Staff know the pupils well and are sensitive to their individual needs, which is much appreciated by pupils and their parents. Pupils' attainment is assessed carefully and pupils and their parents are involved in regular meetings to set targets for the next step in learning. There are good new systems for checking whether pupils are making as much progress as they should, and staff are beginning to use these to work out whether pupils and groups are moving forward fast enough. The use of these systems needs to be consolidated. Child protection procedures are in place, and all staff except lunchtime supervisors have had recent training. However, plans are in place to address this. Staff and governors take sensible steps to make sure that the school is safe and pupils are kept healthy.

Leadership and management

Grade: 3

Leadership and management are currently satisfactory. They are not any better than this at the moment, because the headteacher has been on extended sick leave this term. The senior teacher managed the school very successfully on a day-to-day basis, but did not have the opportunity to monitor work in classrooms and step back and evaluate whether all pupils were doing as well as they could. Consequently, slower progress made by some higher attaining pupils in Years 1 and 2 has only just been picked up. Nonetheless, the headteacher has a clear vision for the school and is supported effectively by committed staff.

Overall, the school has satisfactory procedures for monitoring how well it is doing and has correctly identified priorities for development for the current year. Parents and governors are successfully involved in this self-evaluation process and their views are taken into account. Governance is good because governors are knowledgeable and supportive. They provide a good level of challenge.

The school has made good improvement since the last inspection and has maintained high standards. A new school hall has vastly improved the provision for pupils, although the school has not been successful in its bid to replace the temporary classroom for the youngest children, which is separated from the main building and without lavatories. The school has good 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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	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

How well do learners achieve?	2	NA
The standards ¹ 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 giving us a warm and friendly welcome when we visited your school recently. We were impressed by your friendliness and good nature.

You work hard, learn quickly and those of you in the older classes do very well in your studies.

You enjoy school and have very positive attitudes to your learning.

Your teachers help you to succeed by organising your learning well and making sure you have lots of interesting things to do.

All the adults in school look after you very carefully.

We think that there are two important things for your school to improve further:

Help you to do even better in Years 1 and 2, particularly in writing and especially if you are quick to learn.

Make better use of information about how you are getting on to make sure you are doing as well as you should.

Good luck for the future.