

Burton Morewood CofE Primary School

Inspection report

Unique Reference Number	112261
Local Authority	Cumbria
Inspection number	289225
Inspection date	15 March 2007
Reporting inspector	John Heap

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	148
School	
Appropriate authority	The governing body
Chair	Mr John Long
Headteacher	Mrs Susan Woodburn
Date of previous school inspection	1 October 2001
School address	Main Street Burton Carnforth Lancashire LA6 1ND
Telephone number	01524 781627
Fax number	01524 781627

Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Burton Morewood is smaller than average. It serves a rural area with few signs of social and economic disadvantage. Children enter the school with broadly typical attainment for their age, but standards are lower in personal, social and emotional development. Pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. Around one-third of the pupils join the school after the Reception class. The school has Cumbria Healthy Schools Charter and Investor in People status; Arts Mark Gold, Active Mark and the Cumbria Early Years Kite Mark.

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 accurately evaluates itself as being a good school with some outstanding features. It gives good value for money. Pupils and parents are satisfied with the school's work and what it achieves. As one parent put it: 'The staff at the school seem to be able to provide children with strong leadership and guidance through the use of good discipline and high standards. I believe that the school is better than the average primary school.'

Pupils' personal development is outstanding because of the good curriculum and excellent caring ethos. This is particularly noteworthy given that children start in Foundation Stage (Reception) with personal and social skills that are below those expected for four year olds. Pupils thoroughly enjoy school and attendance is consistently above average. They appreciate the way that the school provides a wide range of activities for them to be involved with, such as the use of safety professionals (police and fire service) to provide effective guidance on keeping safe and lessons on how to lead a healthy lifestyle. As a result, pupils have a first class knowledge and understanding of the importance of keeping safe and being healthy. Spiritual, moral, social and cultural development is excellent and leads to exemplary behaviour and relationships. Pupils talk of the school being like a large family and they make an excellent contribution to this through the work of the school council and in the various responsibilities they undertake.

Children get off to a good start in the Foundation Stage where good practice has been recognised by the local authority through its Kitemark Award. Children progress well, particularly in personal, social and emotional development, and by the end of Reception are achieving the expected standards. Standards by the end of Years 2 and 6 are above average. Standards in writing are not as high as in other areas of English. Results in national tests are often significantly above average, but they fluctuate from year-to-year. This is mainly due to differing proportions of pupils with learning difficulties and/or disabilities and the high level of mobility in the school population. Good teaching and learning mean that pupils make good progress. Relationships are exceptionally supportive and encourage children to want to learn. The use of assessment information and marking to consistently challenge pupils and make clear what they need to do to improve further is satisfactory but could be improved. Pupils with extra learning needs make good progress. Pupils' good basic skills and excellent attitudes to their work bode well for life beyond Burton Morewood.

What the school should do to improve further

- Raise standards of writing.
- Improve the use of assessment information and marking so that pupils' individual targets drive them strongly towards the next level of attainment.
- Ensure that the evaluation of the school's work concentrates more on the outcomes for pupils and less on the provision.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage, particularly in their personal, social and emotional development. By the end of the Reception class, their standards are in line with national expectations. Academic standards are above average by the time pupils leave Year 6 and achievement is good. Challenging targets are usually met or exceeded. All pupils, including

those with learning difficulties and/or disabilities make good progress. In 2005, a very small number of pupils who were below average in Year 2 achieved average results in Year 6 tests in English and science.

Results in national tests at the end of Year 6 are often significantly above average, but they fluctuate year-on-year. Achievement also fluctuates. In 2005, the gains pupils made were ranked in the top ten per cent of schools nationally and in the top one per cent in English. In 2006, results were much lower, but this can be explained by the higher levels of pupils with extra learning needs and the effects of high mobility. Results were highest in mathematics. English standards were lower because of the weaker writing results. The school has identified improvement in writing as the main priority in its school improvement plan. In the current Year 6, pupils are progressing well towards their targets and the higher attaining pupils are making particularly good gains in writing. Standards at the end of Year 2 fluctuate but are often significantly above average.

Personal development and well-being

Grade: 1

Personal development, including spiritual, moral, social and cultural development is outstanding. Behaviour and relationships are excellent because pupils know the difference between right and wrong. Playtimes and lunchtimes are excellent social times when pupils play safely and happily. Pupils benefit greatly from the school's calm, supportive and purposeful ethos. They play a full and important part in the maintenance of this superb atmosphere by willingly taking on a range of responsibilities within the school and in the much wider community. The effective school council often leads in these matters. Assemblies give time for reflection and celebrate individual achievement and success. Pupils say that they feel valued for all that they do.

Attendance is consistently above average because children thoroughly enjoy school. Pupils have an excellent understanding of the benefits of a balanced diet and exercise because the school actively promotes healthy lifestyles. Several academic and pastoral awards indicate the school's successful promotion of pupils' knowledge and understanding, such as the Healthy Schools and Active Mark awards. Pupils' good academic skills and excellent attitudes to school and work mean they are well prepared for their future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning has improved since the previous inspection, particularly in the Foundation Stage. This has brought about better progress and achievement for the youngest pupils has been recognised by a local authority award. Teachers typically have strong subject knowledge and this fosters good opportunities for pupils to use their effective basic skills across a range of subjects. Very positive and clear classroom management means that learning is rarely interrupted and the relationships formed are exemplary. Lessons proceed at a good pace and pupils with extra learning needs are well supported and guided. Sometimes, worksheets do not challenge pupils sufficiently or give pupils the opportunity to fully demonstrate what they can do. Marking is satisfactory. There are positive comments and some guidance about future progress. Pupils' individual learning targets are not always commented upon and it is not clear what they need to do to move to the next level of attainment.

Curriculum and other activities

Grade: 2

The curriculum makes a good contribution to pupils' personal and academic development. The school has received several awards, which testify to good practice in health, sports, the arts and in the Foundation Stage. Strong links have been forged with external providers, such as two local secondary schools, which provide expertise and facilities in the arts, sports and for gifted and talented mathematicians. Good enrichment of the curriculum includes a wide range of visitors and visits; for example, to Italy for skiing. There are good examples of basic skills being used well in other subjects, for example:

- Information and communication technology (ICT) is used well to research and record in other subjects and personal topics
- Writing effectively used and developed in history
- Effective use of graphical skills in science, and measuring in design and technology.

The use of prepared worksheets reduces the amount and quality of writing at times and is one of the reasons why standards in writing are not as high as those in reading.

Care, guidance and support

Grade: 2

Pupils and parents rightly judge this to be a very caring school. Personal care and support is outstanding. Pupils' health and safety are of paramount importance and this is reflected in the decision to employ an independent consultant who visits, checks and advises regularly. Procedures for pupil safeguarding, child protection and health and safety are robust. Pupils feel safe and secure in school. It is particularly noticeable that Reception children are settled and clear about school routines, even though many start school with lower than expected social skills. The quality of support for pupils with learning difficulties and/or disabilities is good and enables them to make the same progress as others from their differing starting points. There are effective systems in place to check on pupils' progress but this information is not used consistently to guide pupils towards their next level of learning.

Leadership and management

Grade: 2

The headteacher and senior staff provide good leadership. The team is strongly committed to raising standards and school improvement planning is based on the analysis of performance in national tests and the identification of other needs of the school. The school seeks the views of all interested parties in this process, including pupils and parents. Currently, raising standards in writing is a particular aim and the targets are challenging. Nevertheless, these targets are focused too much on the end of Year 6 performance and not on targets for all year groups. Effective systems for monitoring the school's work are in place. Self-evaluation is accurate. However, the school improvement plan is stronger about what the school provides rather than the outcomes for pupils. Good improvements have come about since the previous inspection, including much higher standards in writing in 2005 and better progress in the Foundation Stage. The governors fulfil their responsibilities well because they are supportive and have procedures that give them a good knowledge of the school's strengths and weaknesses. They visit school regularly and have shown effective leadership in developing the premises.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

Burton Morewood CofE Primary School

Main Street

Burton

Carnforth

Lancashire

LA6 1ND

15 March 2007

Dear Children

What an enjoyable day I had in your good school this week. I was delighted that many of you wished to talk and I was impressed by the courtesy and help you provided.

What I really liked about your school:

- the good progress made by all children from the time they enter the school to leaving
- your enjoyment of school and the hard work put in to ensure that there are lots of interesting activities for you to do
- your excellent behaviour, concern and kindly help for others
- your strong approach to keeping fit and healthy
- the important contributions that you make to school and further a field
- the good teaching
- the strong support that your parents give to the school
- the good leadership and management of the school that promotes such a splendidly caring ethos.

I have asked your teachers to improve the quality of marking so that you are clear about your personal targets, how well you are meeting them and what you need to do to improve further. You may be able to make a strong contribution here by making sure that you know your targets and follow the advice and guidance that you are given. If you do not understand what your teachers are asking you to do make sure that you ask. I have also asked that when your teachers and the governors sit down to design the plan for improving the school further that they concentrate on what is going to make things better for you and to measure the success in terms of how well you are all doing.

I wish you all well and good luck for the future.

Yours sincerely

John Heap

Lead inspector