



Burton Green Primary School

Inspection Report

Unique Reference Number 121287
Local Authority York
Inspection number 292069
Inspection dates 30–31 January 2007
Reporting inspector Bernard Jones

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

Type of school	Primary	School address	Burton Green
School category	Community		Clifton
Age range of pupils	3–11		York YO30 6JE
Gender of pupils	Mixed	Telephone number	01904 655028
Number on roll (school)	231	Fax number	01904 656092
Appropriate authority	The governing body	Chair	Mrs L Whitehead
		Headteacher	Mrs S Taylor
Date of previous school inspection	4 February 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school serves an area of very challenging social circumstances. Most pupils come from White British backgrounds with very few from minority ethnic heritages and none are at an early stage of learning English. A large proportion of children have learning difficulties and/or disabilities and the proportion of pupils entitled to a free school meal is well above average. Most enter the Nursery with skills that are very low in relation to the national average. A larger than average number of pupils join or leave the school throughout Years 1 to 6. Since the previous inspection, the school has completed its growth from a former infant school to a full primary school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features, giving sound value for money. Pupils are well cared for and say they feel "really safe". Parents, who also appreciate the extra support given to pupils with learning difficulties, echo this view. Attendance has recently improved and is now good. Pupils like coming to school and this has a beneficial impact on their personal development. They relish extra responsibilities and show themselves to be responsible members of their school. They learn how to contribute to the wider community and understand about maintaining a healthy lifestyle.

Recent underachievement has been addressed and pupils now make satisfactory progress throughout the school. From a very low starting point on entry to the Foundation Stage children make expected progress, although standards remain below average by the end of Year 2. In 2006, standards at the end of Year 6 were not as high as the previous year. The school successfully identified where further support was needed and continues to take positive action. The extra support received by pupils with learning difficulties and /or disabilities, for example is having a positive impact. Their progress is satisfactory. Well below average skills in writing also represented a significant barrier to pupils achieving as well as they can. Procedures to carefully measure pupils' attainment and track their progress are now in place. Realistic targets are set. They are having a positive impact on pupils' learning by challenging them and informing them how well they are doing and what they need to do to improve further. As a result of these actions, current standards in Year 6 are just below average.

The quality of teaching is satisfactory overall and includes some good features. Pupils enjoy their learning and behave well because most teachers plan interesting activities and insist on good behaviour. The greatest impact on pupils' progress is seen where teachers plan different tasks for pupils of different abilities so that the needs of all are more precisely met. This is not always the case and some planning is less precise. A growing strength of teaching is the good use of assessment in tracking pupils' performance. This is beginning to have a positive impact on the progress pupils make.

The curriculum is good and meets statutory requirements. Pupils are interested in their lessons and further engaged by a good range of extra-curricular activities. Children in the Foundation Stage get an adequate balance between teacher-directed and self-chosen play activities to develop their skills and confidence in all areas of learning. Good links with local schools and the community further enrich the curriculum, as do regular visitors and visits out of school.

Leadership and management are satisfactory overall, but there is much that is good. The headteacher's contribution is very strong and has ensured the successful recent growth from an infant school to the much larger primary school it is today. In this process she has built a stable and mainly experienced staff who offer a high level of care. The impact is seen in the good behaviour of pupils and the value they attach to learning. Recent underachievement has been halted and pupils now achieve satisfactorily. This coupled with the positive response to the last inspection report

reflects satisfactory capacity to improve further. Self-evaluation overall is sound. When senior leaders check the quality of teaching and learning however, they do not put enough emphasis on the progress pupils are making in classes they observe.

What the school should do to improve further

- Raise standards in writing throughout the school.
- Monitor pupils' progress with more rigour when checking the effectiveness of teaching and learning.
- Ensure that all teachers plan more precisely to challenge pupils of different abilities.

Achievement and standards

Grade: 3

When children start in the Nursery, their skills are very low. By the time children enter Year 1, standards are still well below average, but the children have made satisfactory progress. This progress continues in Years 1 and 2 and pupils reach standards that are below but nearer to average. In 2006 standards by the end of Year 6 were significantly below average. These results were affected by the high numbers of pupils leaving and joining the school and also by the learning difficulties and /or disabilities experienced by many pupils in that year group. However, there was some underachievement and low standards in writing which had a strong impact; consequently targets were not met. Current standards are just below average and now reflect satisfactory achievement.

Personal development and well-being

Grade: 2

Pupils enjoy school and this has a beneficial impact on their personal development. Pupils know they are expected to behave well and be responsible members of their school and extended community, and they rise to these challenges well. Pupils relish extra responsibilities around the school and carry out their jobs with diligence and care. Pupils understand about maintaining a healthy lifestyle and take their sporting commitments seriously. Pupils' spiritual, moral, social and cultural development is good overall, but their understanding of living in a multicultural society is not as well developed. Raising money for charity and their commitment to the wider community helps to prepare pupils well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

The impact of teaching on all pupils' learning is satisfactory overall. The best lessons are well paced and teachers have clear expectations of what pupils can achieve. In these lessons teachers questioning makes pupils think carefully and work out problems

for themselves. Where lessons are more satisfactory teachers do not plan in enough detail to make sure that tasks set meet the needs of all pupils. Here it is difficult for teachers to judge the progress made by some pupils and hence progress varies. This contrasts with the good planning seen, for example in Years 5 and 6, where all pupils are able to succeed at tasks that challenged them; their progress could also be accurately judged. Teaching assistants make a good contribution by taking a full part in teaching groups and individuals. Teachers' marking is conscientious and encouraging, but their comments do not focus enough on how pupils can improve further.

Curriculum and other activities

Grade: 2

The curriculum is good because all the required subjects are covered and good links are made between subjects. For example in the organised activities for arts and sport, language skills are extended effectively. Children in the Foundation Stage get a good balance of activities to develop their skills and confidence in all areas of learning and particularly in personal and social development. The low standards across the school in writing however, require continued emphasis in all subjects to consolidate pupils' skills further. There are a good number of clubs and other activities for pupils to join. Regular visitors and visits out of school, including a residential visit for Year 6 pupils are used to good effect to enrich pupils' experiences and raise their self esteem. Pupils with learning difficulties and/or disabilities are supported well. Their curriculum ensures they have an equal access to learning opportunities and this motivates them so that they make satisfactory progress.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Thorough systems for safeguarding pupils meet requirements and staff are kept up to date with regular training for child protection. Pupils feel safe and well cared for and work in a clean and secure environment. They are frequently consulted, through their school council, on issues which affect their enjoyment of school. Parents are pleased with the level of care that their children receive and express very positive views on this aspect of the school's work. The school looks after its vulnerable pupils well so these pupils can concentrate in lessons and develop self confidence. Recent systems put in place for tracking progress and guiding pupils' academic progress are becoming well established and understood by the pupils. This enables the school to identify need and introduce strategies, such as employing its own speech and language specialist, to meet the needs of all of its pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall with a number of good features. The headteacher's contribution to the expansion and development of the school in difficult circumstances over the past five years has been very strong. Governors fulfill

their responsibilities satisfactorily and, together with the headteacher, make a good contribution to establishing a clear vision for the school. Recent underachievement has been identified and addressed so that pupils are now making the progress they should. The monitoring of teaching and learning lacks sufficient rigor because not enough attention is paid to the progress pupils make in lessons observed by senior staff. The school has developed good partnerships with parents and outside agencies to support its work and the vast majority of parents are very happy with the quality of the school's provision. The strong moral values taught contribute to a happy school which is successful in promoting good personal development and ensuring the pupils' good care.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome when we visited your school. We judge that your school provides you with a satisfactory education. We really enjoyed our visit and the opportunity it gave us to talk with you and see you working.

These are the things that are good about your school:

- your good behaviour and the way you work so well with each other while your teachers help other pupils
- the way your teachers take good care of you and teach you to be safe and healthy so that you feel safe and enjoy coming to school
- the many activities and clubs that you enjoy that give you the chance to develop your wider interests, for example in sport, and encourage you to help in your local community
- how well the school helps you to develop into mature and responsible young people, for example in the work of the school council and the way older pupils help younger children.

To make things even better and make your school into a good school, I have asked your headteacher and teachers to:

- help you to improve your writing still further
- plan activities in their lessons to make sure that all of you are challenged to work as well as you can
- check to make sure you are making as much progress as you can in lessons.

Thank you for making such a positive contribution to the inspection. I wish you all well in the future.