



# Burnt Yates Church of England Primary School

## Inspection Report

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**Unique Reference Number** 121626  
**Local Authority** North Yorkshire  
**Inspection number** 292182  
**Inspection date** 2 November 2006  
**Reporting inspector** Lesley Clark

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

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<b>Type of school</b>	Primary	<b>School address</b>	Burnt Yates
<b>School category</b>	Voluntary aided		Harrogate
<b>Age range of pupils</b>	5–11		North Yorkshire HG3 3EJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01423 770586
<b>Number on roll (school)</b>	38	<b>Fax number</b>	01423 770586
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Janet Newell
		<b>Headteacher</b>	Mr Richard Langley
<b>Date of previous school inspection</b>	6 March 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This very small village primary school and its extensive grounds are the property of the trustees of the Admiral Long's Foundation, established in 1760. The local authority has responsibility for the provision of education. The school is growing in size with approximately 30% of pupils transferring from other local schools to join the junior class. The proportion of pupils with learning difficulties and/or disabilities is smaller than average and no pupil currently has a statement of special educational need. The school is part of the National Trust guardianship scheme and holds the prestigious Sport England Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Burnt Yates Church of England Primary School is an outstanding school and pupils do extremely well both personally and academically. It succeeds in its aim to, 'provide a caring, creative and challenging environment inspired by Christian values, in which all children can thrive and succeed'. The school is modest about its successes and tends to underestimate its effectiveness in several areas though it does recognise that pupils' personal development is outstanding. It is popular with children and parents because everyone is made to feel special and included: children's individuality is prized and those who are shy or nervous soon come out of their shells. Its growing reputation for helping children who find it hard to cope with the rough and tumble of a larger school is well deserved. Pupils are taught to respect each other and treat each other with kindness so the school is a very friendly, happy community. They enjoy everything on offer, demonstrating first-rate confidence by the time they are in Year 6. With its high academic standards and strong links with the parish, other schools, local businesses and charities, including the National Trust, the school lays an excellent foundation for its pupils' future adult lives. It provides outstanding value for money.

Pupils make excellent progress throughout their time in school because teaching is outstanding at all stages of their education. Pupils say that lessons are really interesting because, 'Teachers make learning fun with lots of games and lots of time to learn outside as well as in.' Standards are consistently well above average in mathematics and science. This is because of outstanding teaching in mathematics and a practical and methodical approach to science. This helps children to learn through carrying out investigations and recording their results, using their mathematical skills to the full. While standards are consistently well above average in reading, writing is less strong. Although pupils do a lot of formal writing, including stories, incidental opportunities to write are not fully exploited nor are the links between writing, role-play and other subjects.

The curriculum provides an outstanding range of opportunities for all pupils, including learning two foreign languages as well as more than the usual allowance of sport and physical education. The good provision in the Foundation Stage helps children to become effective learners. This is because a wide choice of interesting and stimulating activities both indoors and outdoors enables them to learn at their own pace. This aspect of provision has improved considerably since the last inspection. A flexible approach in Years 1 and 2 means that younger pupils learn through play as well as more formally and this helps them to become self-reliant and curious learners. Older pupils also benefit from using their outside classroom which broadens the scope of their scientific and creative work as well as promoting their mental, physical and emotional well-being. Pupils benefit from outstanding care, support and guidance with the result that they confidently ask when they need help and have no hesitation in discussing any concerns with an adult.

The school has come a long way in all respects in the past four years. The headteacher is passionate about his calling and constantly seeks new ways to broaden the education the school offers. His outstanding leadership sweeps everyone along with him. He

inspires others to lead projects such as converting a disused swimming pool into a memorial outside garden. Management too is outstanding. Despite the headteacher's substantial teaching commitment, everything runs smoothly. All time is planned for and used effectively, with sufficient time allocated to discuss and plan for the future. The governors play a strong part in helping the school to move forward. The trustees ensure that pupils who move on to secondary and then higher education receive a small grant to help with their further studies. Taking all these factors into account, the school gives outstanding value for money and is extremely well placed to improve further.

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

- Find ways to make writing an interesting and vital part of everyday life so that pupils have the freedom to write in a wide range of contexts, including role-play, and for different purposes.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding and pupils make progress at a rapid rate. When children first start, they are usually very articulate but their general level of skill varies between average and above average on entry. Skilled teaching in the mixed Reception and infant class ensures that all make good progress to reach standards that are comfortably above average in reading, writing and mathematics by the end of Year 2. Pupils therefore have a solid basis when they start in Year 3. Pupils who have been in the school for upwards of 12 months perform highly in national tests at the end of Year 6, particularly in reading, mathematics and science, with most pupils exceeding nationally expected standards. Results in writing are slightly lower. Pupils who join the school at a later stage also make impressive progress but results reflect their lower levels of confidence. The school sets challenging targets which it adjusts accurately to accommodate recent admissions. The trend in standards is upwards but because of the very small numbers involved this is not always clear from the available data.

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

### **Grade: 1**

This aspect is central to the ethos of this school and as a result pupils' personal development and well-being are outstanding. They enjoy coming to school and this is reflected in their above average attendance. Excellent behaviour, positive attitudes and a great enthusiasm for school and all it offers mean that pupils grow in confidence and self-esteem. They are energetic and purposeful, well aware of the importance of leading healthy, active lives. Pupils' spiritual, moral, social and cultural development is outstanding. They develop a keen understanding of their parish and appreciate the life-styles and beliefs of others through the school's extensive community and charity links. They have ample opportunities to voice their opinions formally through the school council and pupils feel that they are involved in democratic and responsible

decision making in dialogue with the headteacher. Pupils agree that, 'everything is fun!'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The outstanding teaching ensures that pupils learn very well. The improved opportunities for play in the Reception year, especially outside, have a positive effect on children learning through exploration and play. The most successful teaching is in mathematics where secure subject knowledge, close attention to detail and a strong emphasis on using mathematical language correctly, help pupils to make rapid progress. Effective questioning at the end of lessons checks pupils' awareness of what they have learnt and is used well to plan what to teach next. The teaching of writing varies between spontaneous and informal in Years 1 and 2 to more serious and formal in Years 3 to 6. Older pupils say they love writing stories but tend to shrug off other sorts of writing as being less engaging.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding. It is wide-ranging, varied and contributes exceptionally well to the academic progress made by pupils and also to their personal development. The provision for modern foreign languages is excellent with pupils at ease responding in French at the end of a numeracy lesson, for example, and choosing to do Spanish in a lunchtime club. The most and least able are helped effectively by the extra support given to them. There is a wide range of additional activities and the enhanced opportunities for art and physical education have a positive influence on learning. The national strategies for literacy and numeracy are very well adapted to suit the needs of mixed age classes. Information and communication technology is used very well and there are informal opportunities on the school's website to help pupils develop their skills further.

### **Care, guidance and support**

#### **Grade: 1**

Care and support for pupils are outstanding and sensitive to the needs of individuals. As a result, those new to the school grow in confidence and learning is a pleasurable experience for all. High priority is placed on welfare and parents are consulted well when necessary. Child protection procedures and risk assessments are in place and working very well. A listening ear is always available for any child in difficulty. Positive relationships and an outstanding curriculum ensure that pupils know about keeping fit, healthy and safe. The advice and guidance given to pupils about how to improve their work is very impressive and pupils say, 'Teachers make it clear what you need to

improve on.' The school's records to track pupils' progress are admirably clear and give an accurate overview of their achievements.

## **Leadership and management**

### **Grade: 1**

The school is led and managed in an outstanding fashion. The headteacher inspires all who work with him to lead and manage their particular aspects as thoroughly as he does his own. Effective use is made of specialist teaching staff so that pupils benefit when senior staff have planning, preparation and management time. This time is used productively to plan future developments based on stringent monitoring and assessment of performance in all areas, particularly the effectiveness of teaching on learning. The school improvement plan lays out clear guidelines for future development and governors are fully involved at all stages in these processes. This very practical and inclusive approach works exceptionally well because those who lead and manage also teach and oversee learning and its impact on pupils' personal development. The school knows itself keenly and is extremely well placed to continue its highly effective work.

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## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 for your help when I inspected your school. I thoroughly enjoyed my visit because everyone was so welcoming and friendly. Your school gives you an exceptionally good education and I should like to share with you what I thought.

These are some of the things that are really good about your school.

- You achieve high standards in your work, especially in mathematics.
- You are encouraged to have a say in what goes on at school both in lessons and through your school council.
- Your teachers make learning fun and you are lucky to have lots of interesting things to do.
- You have an extremely good curriculum with more opportunities than most to do a lot of sport, learn foreign languages and even learn outside in a specially designed outdoor classroom.
- All the adults in school take outstanding care of you.

I know everyone wants to do even better and one thing will really help!

- You need lots of opportunities to write in all sorts of different ways. For example, writing speeches or plays or information so that you can really put some of those interesting words in your 'Bright Ideas' books to good use and perhaps publish what you write for others to read.

I think you might find then that you really enjoy writing all sorts of things and not just stories!